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THE PHYSICAL EDUCATOR is published in the month of October, December, March and May, by Phi Epsilon Kappa Fraternity, a professional fraternity in physical education. Editorial offices are located at the School of Health Physical Education and Recreation, Indiana University, Bloomington, Indiana.

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PHYSICAL EDUCATION HEALTH AND RECREATION AS A PROFESSION[1]

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All of us are interested in a career which will be interesting, challenging, stimulating, useful, and one which is at least moderately remunerative. If you like to work with people and get along well with them, if you like to be a leader, if you like to participate in academic and physical activities and be in a steadily growing profession, you will certainly be interested in knowing what the field of physical education, health, and recreation has to offer. First of all let us see what we mean by these three terms.

Physical education is defined as a phase of general education conducted through motor activities and related experiences and directed toward producing an integrated individual socially, mentally, and physically. Physical education is concerned not only with the organization and administration of vigorous motor activities but recreational activities as well. We are all biological beings and need a certain amount of regular and suitable activity for health and growth. The amount and frequency vary with each individual according to age, sex, vigorousness and degree of difficulty of the activity.

Physical education makes certain contributions.[2] The first contribution is to health, in helping to establish proper health attitudes and habits in the individual. This is a very important contribution since growth and development depend upon the health of the individual. A person's chance of being successful in life is much greater if he has health. The second contribution is to general education, in building for citizenship and character. Proper attitudes can be developed from social games of childhood and are as important to health as to citizenship and to character. It is in these games which provide joy and happiness that the basis for citizenship in a democracy is laid.

The third contribution is to the intellectual development of the individual. He is confronted with certain situations in games which are similar to those in life. He must think through them and try to solve them as he would problems in real life situations.

The fourth contribution is to the building of skills in physical and mental activities for carry-over value for leisure time. Nash says that:

> The individual will want to do those things from which he gets satisfaction. He will get statisfaction from participating in activities which present a challenge in which he has an even chance for success and for which he will receive public approval when success comes. The individual will cease trying unless there is a reasonable amount of hope for success. This means that a certain amount of skill must be acquired in order to establish leisure time habits.[3]

With these interpretations it can be seen that the activities of physical education make an important contribution to general education in offering an opportunity to children and to adults for obtaining a fuller life.

Health education is concerned with gathering the knowledge, forming proper attitudes, habits, and skills which will favorably influence personal and community health. The way we live in our environment influences our health; that is, getting the proper amount of rest and sleep, eating the right foods, keeping clean, taking adequate exercise and recreation, having regular health examinations, and helping to take care of the sick. Many other items may be enumerated. When you are helping people do these things which improve their health and assist in preventing disease, you are doing health education.

Recreation can best be defined by describing its characteristics. It is an activity which is interesting, pleasurable, wholesome, and one which you wish to do during your leisure time. It is concerned with both quiet and active participation. It may be reading, sewing, or just resting; or it may be working in a garden, playing ball or swimming. What is recreation to one individual may not be recreation to someone else. It all depends upon the attitude of mind toward that activity. When you are helping to organize, plan, direct, or instruct any of these or other activities you are doing recreation.

Nature of Work.

The main positions open in these three fields may be classified under the following headings:

1. Physical Education
   a. Teacher—elementary, secondary, college

[1] Speech delivered at Pontiac High School, Pontiac, Michigan, as part of an orientation program.

[2] Jay B. Nash, *Mind and Body Relationships*, pp. 34-36.

[3] Ibid, p. 36.

b. Athletic coach—secondary, college, professional
c. Athletic director—secondary, college
d. Intramural director—secondary, college
e. Athletic trainer—secondary, college, professional
f. Administrators and supervisors—elementary, secondary, college
g. Special investigators and research men—colleges

2. Health Education

From the background training received from a four-year curriculum in health and physical education, students may go on to qualify for the following:

a. Teacher—elementary, secondary, college
b. Nurse—school health, public, private
c. Nutritionist—elementary, secondary, college
d. Laboratory technician—dentist, oculist
e. Dental assistant—hygienist
f. Dentistry—general, specialist
g. Medicine—general, specialist
h. Sanitary engineer
i. Public health officer

3. Recreation
   a. Councillors, leaders, instructors, supervisors, directors on the playgrounds, recreation centers, camps, churches, Y.M.C.A., Y.W.C.A., schools and others.

All of these fields offer both part and full time employment on a permanent basis. Of course, there are more recreation and camp jobs open in the summer time from 2 to 8 weeks than at any other time of the year.

The length of working hours depends upon the kind and nature of the position. Teachers of physical education, coaches and recreation workers usually are required by the very nature of the work to put in fairly long hours. But with new teaching codes being proposed for schools it should not be too long before the teaching loads are reduced.

Relative to the possibilities of employment and the need of personnel in this field, there never was a time when more adequately trained workers were needed than now. This is due to the shortage of teachers and workers in this field. The shortage is due to the fact that during the war period many teachers were called into the service of their country, or left the teaching profession for more lucrative jobs in industry. Another reason is the emphasis which has been placed upon physical education, health, athletics, and recreation since the war. This has created many new jobs for which adequately trained personnel is needed. At the present time there are 110,000 teachers whose training does not meet standard qualifications, 350,000 qualified teachers have left the schools, 75,000 teaching positions are vacant, 5,000,000 children are not in school at all, and very few college students are preparing to teach.[4] The shorter working week with the additional leisure time for employees also increases the need for recreation leaders, entertainers, and playground supervisors to direct activities during free time. Many cities recognizing the need for helping citizens plan their extra leisure time wisely, have organized recreation on a community basis.

Conditions of Work

Conditions under which you will work should be favorable for the most part. That all depends upon the type of facilities, equipment, and buildings set aside for this activity or work, by the people of the community, school boards, and city officials. The work will likely be both inside and outside. This profession is just as helpful and free from nervous strain and monotony as one could find anywhere, if the individual himself adheres to the rules of personal health.

Financial Return and Advancement

From the teaching angle the salaries in physical education have always been as high as in any other academic subject, probably a little higher in some instances, and particularly if coaching duties are included. Coaches usually receive a few hundred dollars more for their duties.

Six or eight years ago teachers of physical education and health received $1300 to $1500 their first year. Today the starting salary in many places is:

$2200 without a degree
$2400 with a B. S. degree
$2500 with a M. S. degree

Provision is made for $100 annual increment until certain maximums are reached:

$2800 maximum without a degree
$3600 maximum with B. S. degree
$4000 maximum with M. S. degree
$4500-$6500 with Ph. D. degree

With recent agitation for higher salaries for teachers and recreation workers there is all reason to believe that a greater increase will be forthcoming before very long. There is usually ample opportunity for advancement which is dependent upon a number of factors:

1. Preparation and experience
2. Responsibility of position
3. The ability of the institution or organization to pay
4. Size and wealth of the community

Service Rendered

No greater service to society can be rendered than that given by teachers. The success of a demo-

[4] "Our Public Schools", *Bulletin*, National Education Association of the United States, 1947.

cratic form of government depends upon the adequate education of all classes of people. There is an important principle to remember in describing the various forms of government from dictatorship to democracy, that as the power to dictate is lost, the power to educate must be increased.

Weak and inefficient leaders today mean a tottering, vacillating nation tomorrow. Strong, competent leaders today mean a progressive nation tomorrow. No other system or organization has the opportunity to influence and does influence the lives of young people as do the schools. No profession offers a better opportunity to serve fellow men than does the teaching profession. Particularly is this true of health and physical education, since health surely is the most important thing in life, for without it we have very little. We are all millionaires if we have health. Would you take a million dollars for an eye, for a leg, or an arm? No. A sound body and mind is worth more to us than a million dollars.

The statistics for World War II. indicate the great challenge before us and the need for more and better teachers to conduct adequate programs of health, physical education, and recreation. Approximately one half of the men examined were found to have some physical defects and one-third were rejected for military service.

Social Returns and Personal Satisfaction

This is a profession with which you can certainly be proud to be affiliated. There is no profession which offers more opportunity for professional growth, for meeting and working with outstanding leaders on the same social level, not only in the field of teaching but with leaders in business, politics, religion, and government.

The teacher of physical education has a busy life, but a pleasant and enjoyable one. He is called on many times by school and community authorities to do extra curricular work because of the very nature of his training and experience in the many social recreational activities. If carried too far this can be a chore rather than a pleasure. Many schools make adjustments in the teaching duties to avoid the overloading of this personnel. Some time in the near future, in all probability, there will be definite regulations governing length and other conditions of work. At the present time teachers do not have a working week comparable to the trade unions, but they still have time for a reasonable amount of recreation and time to participate in their particular hobbies. Teachers have an opportunity to have a normal home life, with exception of the coach, who must work with his team late afternoons and sometimes at night, must travel and play games sometimes at night or on week-ends. However, he also receives a slightly higher salary for this extra work. Sometimes, however, not in proportion to the amount of work performed.

Chief Advantages and Disadvantages

Teaching physical and health education is pleasant, interesting, and stimulating work. One comes in contact with the best of people, which is a source of pleasure and good experience. One definitely makes a contribution to society and to mankind. Nothing is more invaluable than to have the good will, the best wishes and the appreciation of children and young people for the educational services one has given them. Friendship and the personal satisfaction that service to society has been well performed is something that money cannot buy. One has to really want to teach, however, to obtain this kind of satisfaction.

Possibly the chief disadvantages are the level of pay and the length of the working day. But all classes of people are clamoring for shorter hours and more pay. According to some published reports teachers' salaries are not as high as skilled labor, and in some instances unskilled labor. Teachers' salaries in comparison with people in some other fields who are on a straight salary basis are about the same. It seems likely that in the near future there will be favorable adjustments made in regard to both salaries and amount of work required.

Preparation for Teaching

Now that you know something about the nature of work and conditions which surround this professional field, you will wish to know, if you are at all interested in teaching, "what are the necessary personal qualifications and the type of preparation?"

First let me ask you a few questions which may help you decide whether you are qualified for this work. Do you have leadership ability? Do you have a friendly, pleasant personality? Are you sympathetic, understanding, and patient? Do you have varied interests in sports, games, hobbies, and social activities? Do you like to study? Do you like to be with people and work with them and can get along well with them? Are you adept at physical skills and enjoy good mental and physical health? If you have the most of these qualities you are more than likely to be successful in the field of physical education, health, and recreation.

Now a word about academic preparation. First what can you do while you are in high school if you wish to be a teacher in physical education, health, or recreation? Enroll in courses which will give you a broad foundation for this field, such as, chemistry, biology, effective living, social problems, personal and community hygiene, physical education, home economics, shop, art, music, English, and public speaking. Participate in school activities,

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THE AMBITION TO EXCEL

KARL C. H. OERMANN
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Phi Epsilon Kappa is the only national professional fraternity in the field of physical education. As such, membership carries with it a definite obligation. Those whose names appear on its rolls should ever be mindful of the honor that has been bestowed upon them. The factor of fraternal affiliation is not in itself unique for the professional fraternity. However, the banding together of men from one profession does provide many unusual advantages and opportunities. Quite frequently the programs conducted by such groups represent the best thinking and action of the entire profession. They set the pattern and provide the leadership not only in regard to well established procedures, but they pioneer in new areas. Above all, theirs is the responsibility for incorporating the best that their profession has to offer in everything they do and say. This is the challenge which faces every member of Phi Epsilon Kappa.

The means which can be used to help achieve this goal are many and will depend to a great extent upon the resourcefulness of the individual chapters. Group discussions; inspection trips; educational motion pictures; addresses by outstanding leaders in physical education, and related fields; meetings with allied professional groups; open forums; reports on experimental teaching; research projects and publication of professional literature are some of the more common methods used. It may be well to consider for a moment this last method.

Since it is seldom possible for local chapters to finance a publication, all chapters should constantly encourage their membership to support the official national publication of the fraternity by contributing articles. Every member should make an effort to submit one original piece of professional writing to the editor at least once a year regardless of whether or not it is accepted for publication. Too often the membership of a professional group feels that the published literature in their field is controlled by a closed corporation of men who enjoy seeing their name in print. This is far from the truth but frequently the appointed or elected administrative officers of an organization who are expected to promote the publication have no choice. They publish the writings of the loyal contributors or there is no magazine. This is not a healthy sign for the profession because when such a condition exists, most of the membership is guilty of failing to recognize the publication of professional literature as one of the best means for promoting and improving their own cause. Every member of Phi Epsilon Kappa has some responsibility for sharing his best thinking with others. This can best be accomplished by contributing to the Physical Educator.

A professional fraternity such as Phi Epsilon Kappa should provide cooperative effort in leadership for the field of physical education. Service in the objectives, interests and needs of the profession can be its only true purpose for existing. While it must always be practical in the general contributions which are made, idealistically its members should subscribe to a code of ethics which are higher than those of the profession which they represent. Concentration to the task of demonstrating the highest standards of conduct and practice should be the personal goal of all those who hold membership. Mediocrity is too easily achieved—the ambition to excel must prevail.

What are some of the characteristics of excellence in the field of physical education? This is a question we should all ask ourselves more frequently regardless of whether we be teacher or administrator. Certainly some of the more important traits which characterize leadership in our field must be:

1. Physical fitness and the desire to set a worthy example in our habits of living.
2. A well rounded preparation in all phases of physical education.
3. A sound philosophy of physical education which is meaningful and permeates our daily actions as teachers and as citizens in general.
4. The ability to perform as a master teacher.
5. The ability to guide, counsel and inspire our students and colleagues.
6. Membership in all local, state and national organizations which promote the welfare of the profession.
7. Interest in research—if not from the standpoint of practicum, at least as an evaluator, interpreter and consumer.
8. Pride in the ability to be articulate when writing and speaking for the profession.
9. A broad cultural background which will enable members of the profession to hold equal status with leaders in other fields of education.
10. Foresight, resourcefulness, and initiative so that our programs and plans are in accord with modern trends.

The above characteristics overlap in some cases, but in general they can serve as a measuring stick. Can we meet the standards expected of us? In order

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A Few Notes To The New Teacher

D. B. VAN DALEN
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Insert personality and individuality in your letter of application when pursuing a teaching position. Seek a formal interview and refrain from dealing with anyone except the professional school administrator. Be professional. As a prospective candidate for a job be prepared to make intelligent inquiries and to answer educational questions with clarity, sincerity, and forthrightness.

After signing on the dotted line saturate yourself in advance with the school and community atmosphere. Secure information concerning the school's philosophy, prospective students, teaching schedule, health examinations, equipment, and budget. Schools generally provide manuals to acquaint teachers with school policies. Don't relegate these to desk drawers to be used just in emergencies. Become a functioning member of the staff from the first day. Become acquainted with the community and local economic problems. Know the community, its institutions, its peculiarities, its biases, its prejudices—all communities have them.

When you begin teaching—prepare a tentative program for each class for two or three weeks in advance. Know what you are going to do, how and when you are going to do it. All programs should be in accordance with the available first hand data procured but some revision undoubtedly will be necessary from day to day. Face your first class with confidence and poise for first impressions usually sink deeply. Pupils tend to reflect your emotional status.

Good teachers add humor and spice to the act of social expression—make instruction clearly understandable, avoid sarcasm, and never place a student subject to ridicule. Profanity and slang are avoided. The voice is used with adequate volume and with assurance adjusted to the size of the class and the activity being taught. You cannot antagonize and influence students at the same time. Be natural—preaching is unnecessary—enthusiasm is your "drawing-power", without it the creation of a contagious-learning atmosphere is as discouraging as a "flat tire." Darkness is not illuminated by a "dead battery."

Growling all day will make you feel "doggy." Over-critical, unsympathetic, apathetic attitudes contribute to teacher-pupil crises. Trouble brews when your vitality is low. Usually cranky teachers cause troublesome pupils and not the contrary. Dodge crises on your "off-days." Reinforce your vitality by the laws of sound living. Prevent personality decay and deterioration—if not "poisionality" will beset you. Be a "trouble-shooter", analyze your weakness and seek solutions.

"Molasses catches more flies than vinegar." Understanding the other fellows point of view; harmonize your conflicts—and cooperate with your colleagues, the administrators, and the parents of your pupils. Working "across the grain" has never achieved many worthwhile accomplishments. Work with them—don't buck them. All hands are needed to develop a worthwhile social blueprint.

Resiliency and buoyancy are prerequisites to teacher personality. You must be able to "take it" as well as "dish it out", or you will sink. Be like a golf ball, the harder you are hit, the farther you go. Every blow should be a challenge—recognition of the problem, analysis of the cause, solution of the difficulty—and you are afloat again.

Educational utopias are found only in college texts. Understand and adapt yourself to the local conditions. Within the framework of the limitations, strive for educational improvement without developing a chronic neurosis. Don't try to revolutionize the whole system the first year. Unwillingness to give up cherished routines and vested interests is a typical reaction to new thoughts. Stone walls are slow to crumble. Individual head bumping has little merit.

Through ability grouping in the classroom—education is becoming individualized. Physical education retains the mass activity approach. Your readiness is the physical education counterpart to reduce to a minimum this educational anachronism. Do not expect the school administrator to be the super-draftsman to articulate the present organizational embranglement. Submit plans to him as to how physical education class sectioning may be accomplished.

"Activity worshipping" no longer possess the "halo." Activities are the means to the end and not the end itself. Select the basic skills you desire to teach. By intensive and extensive treatment, you select and teach activities accordingly. Activities are the medium of goal attainment—not the goal.

Plan, plan, and continually plan—evaluate, evaluate, and continually evaluate your teaching in the light of the goals of education. Check yourself frequently and see how much teaching you are actually doing—what you are doing—why are you doing it? What results are you getting? Experiment with new teaching devices. Flush your cranial fissures with a new idea now and then. It's refreshing.

No superior disciplinarian is ever discharged. Discipline does not imply "top-sergeant" methods, authoritative, dictorial, autocratic. A good disci-

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Utilizing All College Resources for Meeting Student Needs*

CHARLES J. EBERHARDT
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College of the City of New York

In recent weeks a college gymnasium and a college swimming pool were selected as the headquarters of the world's greatest peace organization. Although neither the gymnasium nor the swimming pool can be recognized at the present moment in their true perspective either by their equipment or the activities being conducted there, it would seem that there is a symbolic accord with the purpose of our meetings here in St. Louis during this week. Like the United Nations Organization delegates now in session in the Hunter College gymnasium we are gathered here to pool our resources for the benefit and welfare of mankind.

Health is not merely some condition of the body. Statements issued to that effect are too vague to have any value. It might be said that death is also a condition of the body, likewise sickness. Health is much more; its real meaning must be differentiated from such concepts which regard it as something static. It must be lifted out of the looseness and haze of self-satisfaction and complacency and be regarded as something elusive and difficult of perpetual realization.

We who are interested in promoting health and physical fitness, must realize that these qualities are not guaranteed effects of any program of activities. Their genuine possession comes only as a result of a deliberately planned and calculated program continuously applied. In this respect, our staff at the City College has evolved a pattern that represents an attempt to create a persistent health and physical fitness consciousness. Every available resource is utilized for the achievement of this purpose.

Department's Resources—Specialists, Comprehensive Aid in Diagnosis

A yearly medical examination is required of all students. For entering students, a chest x-ray examination is included. A Wassermann test is provided for those who may request it. Eminently qualified specialists are assigned to their respective areas of exploration. The physicians designate the students who are in need of follow-up attention. Remedial defects must be corrected within the shortest suitable time limits. Time is available within each physician's schedule for the purpose of advising students who have personal problems.

Other Aids in Assisting Students in the Process of Self-Analysis and Evaluation in the Matter of Health and Physical Fitness

The informational hygiene syllabus contains a corresponding unit which recognizes the need to provide knowledge to the student so that he may acquire an appreciation of the significance of each aspect of the medical examination and a recognition of its value as a permanent factor in an individual's program of health and physical fitness development.

Testing of physical capacities is utilized as fully as our facilities will allow. We have included in our series of physical tests, the Rogers P.F.I. battery, a motor ability series, and, a swimming test. Our selection of these tests was motivated by a strong desire to enlist the individual student's full cooperation, not only from the standpoint of engaging in them, but also, from the standpoint of engaging in them with understanding. The basis of selection was, therefore, simplicity.

The student is aware that muscles shorten when they contract. They exert a force, a pull, when this happens and by the devices used in the P.F.I. series they learn that the pull can be measured. To them, this represents physical capacity. The real value appears to be reflected in the strong desires of favorable comparison which the students eagerly seek with each other and the dissatisfaction which is exhibited when poor performances are recorded.

The skills of the motor ability series represent the fundamental actions in which the child receives training even before entering school—throwing, jumping, and running. Here again the student has a background of understanding, and he sees himself mirrored once more in a common pool of action.

Our swimming test is also simple in nature. It consists of negotiating a distance of sixty feet on the surface of the water. To many persons this does not signify swimming ability, but to a non-swimmer it represents a goal of real accomplishment and, to us, a point of departure from which to proceed with a program of progressive development.

A personal inspection test is given with the intentions of making it as conspicuously educational as possible. An attempt is made to have the student constantly aware of the specific areas that need attention from the standpoint of personal care and cleanliness. We want him to become his own

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*Presented before the College and University Physical Education for Men.

SCHOOL CAMPING IS ON THE WAY

REYNOLD E. CARLSON
Indiana University

Will a camping experience for all children as an integral part of the public school program be the next step in the improvement of American education? There are many who feel that it will, who feel that in camping lies an opportunity to vitalize the school curriculum and to provide basic experiences that will give new meaning to many of the activities of the present school program. About sixty school systems in America are now experimenting with camping and outdoor education; and if results of these experiments are as impressive as the proponents believe they will be, we may well look for a great expansion in the years to come.

Camping is as old as the human race, but it has been about sixty years since the establishment of the organized camp as we know it in America today. Each summer over a million children spend from two to eight weeks in the out-of-doors, living in small groups, and engaging in a wide variety of outdoor pursuits.

The value of the camp experience has for years been recognized by educators and workers in youth agencies. Some go as far as to say that it is second only to a good home in its possibilities for the development of personality. The camp at its best should provide the following: an enjoyable, healthful, 24-hour-a-day experience; small groups associated with enthusiastic leaders; and a social and physical situation filled with educational possibilities.

Increasingly school leaders are turning to out-of-school experiences and to camping to vitalize the school program. Too much teaching has lacked the direct experience to make it seem real. Dr. Sharp of Life Camps makes the following statement: "Teach in the school room those things that can best be taught in the school room and out-of-doors those things that can best be taught out-of-doors." If the school curriculum is examined in the light of this statement, it will be seen that a great many things now taught indoors can better be taken outside. The school camp is not merely something new added to the school curriculum but a new technique for increasing the effectiveness of the present curriculum.

In 1946 San Diego, California, inaugurated a program which will eventually provide camp experiences to all children in its school system as an integral part of public school education. This is the largest public school camping project thus far attempted. During the first year 1201 campers from the sixth grades, with their teachers and some parents who volunteered their services, spent one week at the Cuyamaca State Park camp. The program is financed in large part by public funds through a city-county camp commission. The plan envisages the establishment of six separate camps, providing a variety from seashore camping to mountain camping. Plans are already under way for the establishment of the second and third camps, and it is planned that the camp experiences will in time embrace grades from fifth through twelfth, with certain types of work experiences being made available to older youth. In spite of the problems of initiating a new program, the success of the San Diego project seems assured. Other Pacific Coast cities, such as Long Beach and Oakland, have made beginnings along these lines.

Many other school systems have been experimenting with school camping for a number of years. The best known of these experiments is that of the Battle Creek schools in Michigan. This program has been in operation long enough to indicate some of the values to be derived from the camp experiences and to show ways of setting up school camping on a year-round basis. In Michigan today about fifteen school camps are in operation, some during school time and some during the summer season. On a statewide basis Michigan has approached the school camp challenge by getting together an advisory committee composed of representatives of several state agencies and of private and public educational, social agency, and recreational groups. The State Department of Public Instruction retains on its staff a director of health, physical education, recreation, school camping, and outdoor education, a large part of whose efforts have been concerned with the expansion of the school camping program.

Last spring the Board of Education of New York City participated in an experimental school camp in cooperation with Life Camps. Two fifth grade classes spent two weeks in the camp under the scrutiny of the research staffs of the New York Board of Education. Following the camping period testing programs were carried out with the pupils of the camps and with control groups in other schools in an endeavor to determine some of the values of the camp or possible losses that might have been suffered because of the childrens' absence from the regular school program. The complete report of this experiment is not yet available, but preliminary reports indicate that it was highly successful.

Dr. John Studebaker of the United States Office of Education recently proposed that, as schools develop new building programs, they give considera-

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Hygiene of the Instructional Program

GEORGE FARKAS
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The frequent and rather close contact between teacher and pupil, involved in every aspect of the instructional program of the school, has a profound effect upon the health of pupils. Ideal mental health considerations require that the educational curriculum, methods and procedures be so delicately adjusted to the abilities of various groups of children that, while they are happy in activities offering ample opportunities for the achievement of a genuine feeling of mastery, self confidence, and success, they are at the same time stimulated to exert real effort and to exercise and develop their abilities to the fullest extent possible within the limits of their capacities.

Such an ideal is difficult to attain but can be approached through the following.

A curriculum sufficiently flexible to meet needs of individual students so as to promote progress and achievement for the intellectually handicapped and for the intellectually superior child.

The fuller adoption of modern educational ideals based on a type of education that offers a child those experiences which will equip him to function effectively and constructively in childhood and adulthood, rather than a rigid, formal pattern of achievement forced upon all types of personalities wtih wide range of abilities.

Much instruction in higher grades prepare students for college—only 15% achieve such a goal. Such a program is conducive to failure in personal happiness during school and later life.

Opportunities for adding shop activities, social studies, etc. in grades below the seventh—such activities should be available for individual pupils regardless of placement or age.

Just what can the school program offer today to meet this situation? I think the answer is in a definite program of guidance. Through guidance, adjustment can be made in the curriculum and lesson content to meet the ability of every child in the school.

Modern education does not confine itself alone to developing worthy membership in social order, but recognizes a distinct obligation to the individual learner. The elementary school concerns itself almost exclusively with the teaching of skills, habits and attitudes which every member of society should possess. The Junior high school, in addition to contributing to this social integration, confronts the pupil with a greater variety of experiences and more numerous activities so that he will have opportunity to try out his aptitudes in various fields and at the same time develop new interests.

The Junior high school program is based upon guidance and should have as its objective environment (physical conditions, qualified teachers, suitable curriculum, and desirable social atmosphere) which will assist the pupil to—

Discover his interests, aptitudes and capacities, by self analysis and through exploratory and try out courses.

Establish immediate or ultimate life goals in terms of apparent interests and recognized aptitudes through occupational study, survey of main fields of learning and personal guidance, which will give meaning and direction to school work.

Secure health information and to cultivate the health habits appropriate for this age and to develop initiative, qualities of leadership and independence by wide range of curricular and extra curricular activities.

Cultivate this interest in larger social relationships and acquire a clear notion of his social responsibility through classroom procedures.

Make transition from elementary school to secondary school with ease and facility.

The Senior High School Guidance Program should provide the environment which will help the pupil:

To reach a new level of social and moral intelligence.

To secure a maximum development of the worthwhile interests and unique abilities which were revealed in the junior high school and an understanding which will enable him to use his powers to the greatest advantage of society.

To secure scientific information essential for the formation of proper health habits and attitudes.

To develop power of judgment in choice of leisure time activities which will insure a well balanced life.

To secure a degree of vocational competency, which will enable him to take the initial step toward occupational usefulness.

The above is an attempt to outline the functions

of the elementary, junior, and senior high schools in respect to aims of guidance which it is felt is an important phase in the consideration of mental health of our students. Guidance today is progressing; and from all indications it will become a more definite part of our educational and a mental hygiene system. Authors have said the aims of education are identical with those of mental hygiene.

Well Balanced Personalities in Teachers

Perhaps the most important mental hygiene factor in the schools environment is the personality of the teacher. The nagging, scolding, domineering or emotionally unstable individual can seriously injure pupils. One outburst on the part of a teacher against a pupil is sufficient to destroy the possibility of ever establishing a good relationship between them as well as to demoralize the group. As a result the teacher establishes herself as a personality unable to comand respect. The teacher who is kind but firm, sympathetic but exacting, and friendly but reserved, exerts a beneficial influence on pupils mental health. The successful teacher has an interest in children, has faith that all can learn, and accepts the challenge to influence each pupil to progress consistently with his particular ability.

A recent study in the Journal of Educational Psychology by Peck, of the adjustment of 100 teachers showed 19% to be well adjusted, 33% definitely maladjusted and 12% in need of mental health service. A teacher with some communicable disease would normally be removed from the classroom, yet no consideration is given to the psychological influence exerted by the emotionally disturbed teacher.

If real progress is to be made in educating teachers with respect to mental hygiene, five different factors need to be considered.

Far more attention should be given to the selection of candidates for teacher training and to appointment of teachers with regard to emotionally fitness for the work.

Serious attention should be given to mental hygiene as a vital element in training a teacher.

There is a great need for extension of our knowledge in this complex field of human behavior—more research.

Training in mental hygiene should be made available for teachers now in service.

The unsuitable teacher in service, those maladjusted, should be removed(Tenure and tradition make this nearly impossible).

Democratic Relationships

If our educational system is to be truly democratic, it must provide equal opportunities for each pupil to develop his powers and interests to the highest degree. Such an obligation requires that a school system provide numerous types of activities, curricular and extra-curricular, wherein all the pupils, although differing greatly from one another, may find those which contribute specifically to the growth of their individual powers, aptitudes and interests.

In respect to teacher-pupil relationships, the teacher who is a good disciplinarian, is a friendly person, but knows just how far to go with his friendliness and if the situation gets out of hand, can bring it back to a controlled situation very effectively.

The school today offers many opportunities for democratic procedures. Clubs, physical education classes, student councils, home rooms, classrooms; athletics and other extra-curricular activities practice democracy.

Consideration of Marks, Tests, Et Cetera, in the Light of Effect upon Health

As a rule the practice of marking pupils has many mental hygiene implications which are more destructive than constructive. Marks, credits, and tests and promotions should be evaluated in the light of their effect upon health. Preparation for tests, worrying, cramming, opportunities for dishonesty, et cetera, have made marking a very disagreeable necessity. Necessity because, whether we like it or not, society demands it. People want to be compared or rated. Testing has some advantages beside evaluation. Testing to the limit develops fine qualities such as determination, alertness of mind, orderly procedure, ability to follow directions and the ability to make decisions.

The use of many short examinations is looked upon by many as a superior type of testing in preference to the long final examination. The frequent giving of short quizzes during a semester would soon become a familiar teaching device, do the work of evaluating, and because of its shortness and frequency, become a method less apt to cause worry and fatigue in the pupil.

Assignments Adapted to the Individual

Another important problem concerning mental hygiene in education, is that of individualization. Mass methods work serious damage on both the superior and subnormal child. The first type suffer from lack of interest and stimulus. In most instances schools fail to assist this type of child.

Failure constitutes a severe emotional hazard for children of retarded I.Q. The process of passing on children even though they are unable to complete their work does not solve the problem and is harmful to the personality and is administratively wasteful. It is the duty of school authorities to plan ways and means for finding out the reasons for failing and then plan remedial training.

Besides pupils needing adjustment in physical

(Continued on Page 15)

Football Appreciation

E. O. FISHER
King City Union High School
King City, California

Since the task of producing a winning football team is behind us once again, let us look at the problems which confront the local coaching staff each year and which we do little or nothing about: how to educate our community on football, how to sell them the game, as well as eliminate the barber shop knife-throwing, which usually develops from a 20-0 defeat, or why son Bill never saw service, or why Coach Jones used the T-formation after having used the Single Wing Spread Combination successfully over a period of years. These and many others confront the coach, but he usually just sits back and loses his hair over the local gossip instead of going out and educating this gossip into intelligent football-minded discussions.

At our local high school, we have introduced the following program to cope with this problem. It has met with huge success. At the beginning of the school year, we announced a Football Appreciation class to be held at the high school auditorium one night each week during the football season. The reason for this class is to familiarize followers of the local team with the rules, so that they may better appreciate the game. A discussion of game fundamentals and behind-the-scene incidents, chalk-talks on interesting plays executed by the local team, and also the plays used by nationally known college teams are covered during the course. We explain the types of football systems, their advantages and disadvantages along with why we choose the system we use. We treat the class as if they were freshmen just coming out for football, giving them a background of football such as the history of football and how it developed from soccer. We diagram our plays from a defensive as well as offensive angle, showing how our plays are numbered and blocking assignments carried out on different defensive assignments. By the use of visual aids, we show why some of our plays work on paper but not during a particular game.

The lecture can be interrupted at any time to answer questions which have arisen from the discussion. We clear up many of the strange conceptions that the local citizens have, such as: do coaches really have a college education or are they just broken-down athletes without the brains to do anything else; what goes on in the huddle before plays; why do you have training rules; how do you care for your injuries; what type of psychology do you use on your team; what is discussed during half-time periods; what type of boy do you like for your particular system; what benefit is football to my son; and what carry-over is there from football for a boy.

After each week's game we point out the strong points of the opponent's offense as well as their defense. We show by blackboard diagrams what are good ground or aerial gaining plays, and why these plays work. We point out our largest gaining play, along with what we are trying to accomplish by our particular strategy used during the game. We discuss the scoring plays of both teams, why these plays are used, and why they are successful. We discuss the good and the bad points of the particular school's athletic plant, and in what way it compares favorably with ours.

As the season begins to take shape, we analyze each position on our team, explaining why each individual player was selected, and why we use one group on defense and another on offense. Our team captains and outstanding players of the week give short talks on the preceding game each session, telling what they expect of their opponents, how they think they will fare against them, and what they consider their strongest and weakest points.

An outline of our course as held this year is as follows:

A. A brief history of football.
B. General conditioning of the team.
C. Discussion of rules.
D. The foundation of football:
    1. Blocking.
    2. Tackling.
    3. Line play.
    4. End play.
    5. Backfield play.
E. Individual skills and team execution.
    1. The kicking game.
    2. The passing game.
    3. The running game.
F. The base of operations.
    1. Offensive formations and plays (Local and college).
    2. Defensive formations (Local and college).
    3. Generalship.
    4. Signal system.
        a. Local and college.
        b. Local plays and reasons for using them.
G. Coaching responsibility.
    1. Football generalship.
    2. Quarterback training.
    3. Organization of practice.

4. Coach's background, education, and training.
5. Community pressure to produce championship teams.
6. Training rules.
7. Equipment and medical aid.
8. Coaching duties.
9. Publicity.
10. Psychology.
11. The purpose of football in secondary schools of today.

This year the members of the class became so engrossed in the course that they asked to be given examinations over the material covered in order to have a means of discovering their improvement in the understanding of the game.

We find that these discussions are of benefit not only to the patrons, but also to us, as we discover what particular type of game the spectators like or dislike, and why. This helps us in planning our next season's offensive system. Also, by educating our public we have an easier time coaching their boys, as well as obtaining their co-operation in getting their sons to become better team members. We are able to draw larger crowds to our games, as the patrons have a direct interest in the game of football whether their sons are playing or not. They are a part of the game. They also help us in securing better equipment and improvements for our athletic plant. We feel that if other coaches would do something like this, they would have fewer problems, more chance to hold their positions, a larger following for their teams, and an easier task of coaching. Why not try it in your community?

Coaches—Stretch Your Man!

ALBERT B. MANN
Cincinnati, Ohio

Maybe you athletic coaches can use this idea. Maybe you believe you're doing it anyhow. Maybe you don't have the time; but it's worth a trial.

While working, in the service, with patients who had had bone surgery or fractures, pains in legs and back, it occurred to the writer that the process of loosening and stretching their arms and legs so that they could straighten them might be adapted for the use of athletes, in football especially. In the field of athletics, many boys get strained backs, strained knees, strained ankles and stiff necks. Why couldn't we, as physical education men and coaches, use some such procedure of stretching exercises so well in our training schedules that the above bodily strains would be lessened.

Now we know that covering our entire back and legs we have fascial ligamentous bands which, when tightened, cause limited movements in various parts of the body. This limited movement does not allow for forced stretches which may suddenly occur in sport. Maybe it would be a better idea to prevent strains from forced movements by emphasizing exercises that stretch the ligamentous bands throughout the entire body. Herein lies the difference between ordinary and stretching exercises. In stretching exercises, we are out for a full maximum stretch, to allow for free, loose movement. In ordinary exercises, we primarily strengthen and tighten.

In the back and leg exercises to follow, you cannot accomplish a maximum stretch unless the knees are absolutely locked. The fascial bands will not stretch if the knees give. We must do these exercises bilaterally. In the duck walking position, good posture must be obtained by holding heels with the fingers and sitting upright.

Here are a few exercises:

Exercise 1 through 4 should be repeated bilaterally to get fascial ligamentous bands stretched on both sides. Each exercise should be done approximately three times bilaterally at different periods or intervals. If done more than that, we are tightening instead of stretching the ligamentous bands.

Neck and shoulders—

Stretching the neck fascia by forceful pushing of the chin and cheek with heel of the hand, so that the chin meets the shoulder tip. This is to be done to both sides.

With your arm bent over the top of your head and your hand on the opposite cheek, pull the head slowly and forcefully sideward, so that the ear nearest goes over the back of the shoulder. Pull for a good stretch. Do this bilaterally.

Trunk twisting—

Legs in straddle stand, trunk bent forward, arms sideward. Knees must be straight and kept so. Twist the trunk with emphasis for added stretch.

Toe and opposite heel touching. Legs crossed so that one knee is locked, forcefully reaching with hands for heel of leg that crosses and locks opposite leg.

Duck walking until fatigued, for lower back stretching and proper posture. Hands must hold the heels. Trunk must be upright.

The author watched boxing trainers twist and stretch the boxer before a fight. He watched dancers exercise and stretch themselves so that they are loose and supple. Maybe they have something there.

A Two Year Program for Men at North Carolina

DICK JAMERSON
Assoc. Prof. of Physical Education
University of North Carolina

Following the close of World War II there was much discussion here, as elsewhere, relative to the physical needs of men in college. Prior to the war, emphasis was upon the development of game skills for recreational use. During the war the major emphasis was upon strength and endurance for military service. What should the post-war trend be?

After much thought and discussion we decided to take a middle of the road path. In so doing, we felt that while we did not wish to lessen our efforts toward physical development and game skills for the average and above average students we must direct more attention to the below average student. He is the person we want to elevate above the "dub" class. To do this requires some form of measurement to determine his status and, on the basis of the findings, to provide him with opportunities to acquire the necessary development in areas in which he has deficiencies.

The University requires two years of physical education. Classes meet three times a week for 50-minute periods.

To determine the students health condition we follow the usual procedure of requiring a complete examination, administered by the University Health Service. Students are classified 1)A—(permitted to engage in, without restriction, any activity offered in the program); 2)B—Limited by their particular condition in the kind and amount of participation; 3)D—By nature of their particular condition either temporarily or permanently excused from participation. (If one is physically able to attend college there is, with few exceptions, some type of activity that he can profitably participate in.)

To determine the status of each student in reference to his general athletic ability we selected Cozen's General Athletic Ability Test for College Men (standing broad jump, bar snap, dodge run, baseball throw, football punt, push ups, 300 yard run) as our measuring instrument.

This test is given to all entering Freshmen (A Medical Rating) and once each quarter thereafter for the two years he is in the program. The medium scoring table is used for all students and a score of 290 points is required for passing.

Students passing the test go into the Sports Program where they receive instruction and development in a variety of activities. This program consists of four areas of work.

1. Required Area—One Quarter of boxing and tumbling; One Quarter of swimming and wrestling.
2. Individual Activity Area—One Quarter of handball, tennis, badminton, golf, life saving or dancing.
3. Team Game Area—One Quarter of Volleyball, soccer, basketball, softball, baseball or tag football.
4. Elective Area—Two Quarters taken from Individual and Team Areas with no repetition of any activity previously taken.

Students failing the test go into the Fundamentals Program. Here they receive instruction and work in the fundamental skills of motor activity with particular attention given to the needs of each student. This program consists of four areas of work.

1. Track and Field Area (running, jumping, speed, endurance)
2. Tumbling and Apparatus Area (climbing, agility, body control, strength)
3. Game Skill (agility, coordination, basic game skills)
4. Low Organization Games Area (coordination, agility, speed, recreation)

Students may remain in the Fundamentals Program one, two or three quarters. If at the completion of three quarters the student has not been able to pass the test we place him in the Sports Program for his last three quarters. This is done on the assumption that we have taken him as far as he can go and that he will profit more by being in the Sports Program. In time we may find that we can move him along sooner or possibly keep him, for his benefit, in this area for a longer period of time.

This complete program has been in operation for one year. We had 167 out of 255 students in the Fundamentals Program after the first administration of the test. At the end of one quarter 70 had moved out and at the end of two quarters another 34 were able to move along. The remaining 63 were unable to pass the test by the end of three quarters. Their scores were much better which indicated some improvement.

We believe we are making progress and are continuing the program. Student response and interest has been very good. The requirements have served as an incentive to better performance in both programs. Certain changes in the passing score and the Fundamentals Program Areas are indicated.

NEW TEACHER

(Continued from Page 6)

plinarian is a leader, a stimulator, a challenger. Identify your aims with the pupil aims. Common understanding of the "goal" is essential. Discipline takes care of itself when you accelerate and motivate learning. Results are inevitable.

Should you cultivate popularity or respect with the students? Shall you be a "regular guy"? There is a difference between popularity and respect. Popularity sought at the expense of good discipline, the school program, or teaching colleagues is potential dynamite. Popularity is a secondary consideration and not the primary one. The magic formula is sometimes nebulous, yet "stunt flying" and "spot light performances" are unnecessary. Lasting popularity comes through respect for a teacher who enjoys working with students toward sound aims.

Find your niche in the school system. Remember that there are other subjects, other teachers, and other activities besides physical education. As a neophyte, be a good listener. Experienced teachers generally know the "ropes." Conscientious and efficient work will be awarded by approval of your colleagues. Routines, regulations, and red-tape are generally essential. Administrators usually dislike them as much as you do. Embark on a "Good Neighbor" policy. Ivory tower insularity deadens curriculum expansion.

Physical education is saleable—sell it. Know your customer; sell HIM. Sell pleasure and fun; sell physical fitness, physique, and skills; sell social participation; sell the health of the youngster.

The law of diminishing returns occurs in education as elsewhere. Over drilling does not necessarily effect greater learning. Optimum learning of motor skills comes from alternate periods of work and relaxation. When practicing, practice under game conditions. Maximum accomplishment and greater resistance to fatigue comes as one practices with an intensity that approaches his maximum limit.

Don't worry about advancement. Accomplish something worthwhile and the educators will be beating a path to your door. Good teaching is like a real jewel; its brilliance makes a lasting, commendable impression. There is no competition among good teachers. Jobs are always waiting for those who have something worthwhile to contribute.

"Today's dreams are tomorrow's commonplaces." The goals of education are today's dreams. Don't be disappointed at the apparent slow progress of some classes for education is a slow, tedious process. Education is more than sitting down for a sweet evening with a box of chocolates. Never let a difficulty stop you; it may be only sand on the track to prevent you from skidding. Make your position a challenge to your ability. Restricted horizons become "lost horizons". When education ceases, death begins.

COLLEGE RESOURCES

(Continued from Page 7)

critical observer. The teaching of hygiene is thus made tangible through the direct effort made toward better practice.

A written examination of an exploratory nature gives us insight as to his background of learning in matters of health. This information is used for guiding the department in the selection, emphasis, and adaptation of material for classroom work.

The individual is spotlighted through the focus at a private conference. His entire record is reviewed and he is advised accordingly. Return conferences are scheduled in many instances.

Additional resources are found in cooperative functions with the Department of Student Life for the purpose of providing wholesome recreation and socializing influences. In this respect, personnel from the Hygiene Department staff teach and conduct dance programs of all types, arrange and manage Frosh-Soph activities, and assume responsibilities in the development and organization of a large variety of student interest and hobby groups.

Frequently, reciprocal aid is rendered for student benefit by the psychiatrist and personnel of the Hygiene Department.

The results of such a program are not all measurable. It is even difficult to estimate the total effect. However, great satisfaction accrues to us as a consequence of the work involved. Student interest and genuine participation are a source of genuine gratification and assurance.

In summary. I would like to indicate that our mode of operation has involved a recognition of certain fundamental principles which may be stated in the following order.

1. Simplicity of tests for understandability on the part of the students.
2. Administrative efficiency in the conducting of the tests and recording of the scores.
3. In the remedial program there should be a chance for experiencing success by all participating students and especially the poorest.
4. Attention and interest must be focused on the individual.
5. The student must be convinced that health and physical fitness are, first of all, matters of his own individual concern and not primarily the responsibility of his teacher or doctor. He must learn the art of self-analysis and self-determination and accept the responsibility for it. In short periods allotted to physical education and hygiene, this policy represents the only hope for long range effectiveness.
6. The whole student with all his attributes and capacities should be studied in order to provide effective guidance.

INSTRUCTIONAL HYGIENE

(Continued from Page 10)

education, with which most of us are familiar, there may be those required to attend school only half a day.

There is need for a close cooperation between the nurse, special guidance personnel, and the teacher in arranging special programs for such pupils. It is better to modify the pupils program and keep the child in the regular class, than to put him in special classes—unless the retarded pupil hinders the progress of other pupils.

Various types of handicapped pupils cannot cope with the school program, consequently, those with bad vision, speech and those convalescing from sickness or operations need adjusted programs. It should be the policy of schools to meet the needs and limitations of its pupils at all times.

The modern teacher can do a lot in taking care of individual cases if given a chance. A great deal of pupil problems can be solved in a regular class if the enrollment is small. Teachers are trained to adjust their programs to individuals and can do it if they can get administrators to give them small classes.

Regulation of Activities to Avoid Fatigue

If the school accepts the responsibility of finding out about its pupils and setting up remedial programs the problem of fatigue in all probability will be taken care of. Some general suggestions in a school program to prevent fatigue are:

The program should be flexible enough to allow for changes if symptoms of fatigue arise.

The temperature of the room should be about 68-70° to establish good working conditions that make for efficiency and comfort.

The program should allow pupils to carry forward a particular interest for a long period of time without interruption.

Drill periods should be short.

Activities requiring sustained attention should be followed by activities permitting free movements or activities of less mental strain.

Activities requiring fine muscular control should not follow vigorous exercise.

Program should allow for pupils to work individually in small groups and large groups.

Program should allow pupils to engage in activities of his own choosing which will provide an outlet for special interests.

Excessive demands on pupils strength and energy for either curricular or extra-curricular activities should be avoided.

A PROFESSION

(Continued from Page 4)

such as debates, athletics, band, glee club, school paper, and planning and conducting group activities.

After school in the evenings, on week-ends, or in the summer time, select vocational experiences which will be helpful, such as being a leader on a playground, or in a social center, assistant or helper in the health department, doctor's or dentist's office, cafeterias, nursery, or kindergarten schools.

Second, what college preparation will you need. To begin with you will need a four-year course in physical education, health or recreation leading to the degree of Bachelor of Science. The fundamental science courses are anatomy, physiology, and kinesiology. Other important academic courses are biology, chemistry, psychology, sociology, bacteriology, nutrition, personal and community hygiene, and public health; cultural and effective living courses, such as history, geography, political science, economics, English, and foreign language; theory and practice courses in sports, games recreation, dancing, and music. Here again it is advisable to select a type of work during the summer months, or any free time, to gain experience in camps, Y.M.C.A., Y.W.C.A., playgrounds, health departments, clinics, and others which may assist you in this field of endeavor. The top position in all of these areas of physical education, health, and recreation require that an individual hold at least an M. S. degree and some of the very highest, a Ph. D. degree. Therefore, keep this in mind when selecting your profession and the manner in which you expect to prepare for it.

Briefly, this is the story about the opportunities of the profession of teaching in physical education, health, and recreation. Much more could be said under each phase but the details of each will be given at another time for those who are especially interested.

Are you interested in teaching physical education? Do you want to become a coach or an athletic director? Would you like to be a director of recreation for some city? Would you like to be a school nurse, a hygienist, a physical therapist, or a dance teacher? These are questions you should ask yourselves now and try to decide what you want to be. Now is the time to plan your career.

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An Open Letter to Leaders in the Field of Health, Physical Education, and Recreation

Gentlemen:

It has been said that "a profession is known by the quality of its leadership". Probably no one would question the truth of this statement. However, I am sure that we must go a step farther. In order to maintain outstanding leadership there must always be successive echelons of followers in training to take over the duties and obligations of those who, for one reason or another, retire from active participation in the profession.

It is also true that to become a leader—one must have the opportunity to lead—a chance to prove one's mettle; a chance to grow, to develop. In addition, one must contribute to the cause—to fail at first, perhaps but to try again and again, relentlessly. One must feel some little success to be stimulated to further endeavor by that success, however small, and thus to eventually develop power—power to do—to act—to participate.

Many of us who are teaching physical education today are new, green, inexperienced—yet enthusiastic, fresh from training institutions, eager to do a good job, confident in our leaders, desirous of emulating the great work of those who have come before us, but we need your help, your guidance, patience and understanding. We are trying desperately to understand the confusion of philosophies, the conflict between related areas, the many debatable issues within our own ranks. What do you do for us? Here are a few comments from the green horns "down under".

Many of us would like to hear about some of the things the other "average" teachers in physical education are doing. How are they meeting their problems? What are their needs, their ideas, their dreams?

We appreciate the fine scholarly studies in the Research Quarterly and we try earnestly to follow them and learn. We are inspired by the masterful articles in our Journal and are both inspired and awed by the great names that write them—but—we would like to be more than passive recipients of a growing profession. We too would like to contribute. It may be that we cannot hope to compete with our more experienced leaders, the profound thinkers of our era—*but we would like to try it!*

Are the standards of our Journal so high that only the works of great names are acceptable? They, themselves will tell you that once upon a time they too wrote poorly, were confused in their thinking and indecision was frequently a companion along the road to success. Certainly the Journal is not so voluminous that a few more articles or ideas could not be included—even if a column for dubs had to be incorporated. Witness the increasing flow of letters to local newspapers, magazines and other periodicals written not by nationally known people, but by insignificant average people who have something to say and want to say it. It displays an interest, and kindles a flame to keep a glow in the hopes and aspirations of the teachers who are plodding along year in and year out without recognition of their enthusiasm and wholehearted support of a national association which to them leads the way to success, to self-satisfaction, to better physical education.

There are many master's theses and other works in the field which are literally begging to be published and brought before the great masses of physical educators. Why haven't they been found in print? Perhaps the authors need encouragement and confidence to eliminate the timidity which causes inexperienced writers to be self conscious of their new role. Perhaps they are fearful that the article or thesis is not good enough to be found in print. They must be made to understand that this takes time. Rome was not built in a day! It is practically impossible to turn over a perfect piece of work on the first attempt. But, if the first contribution is ridiculed or judged too severely it may be that individual's last attempt to contribute. Constructive criticism is of course always desirable, and a little push in the right direction may salvage a worthwhile contribution to the field and at the same time stimulate an average person to exceed his normal performance. We need a chance to make good. We'll make mistakes, plenty of them, but we'd like to make them early before they are too costly, both to ourselves and to the profession.

At state and national conventions there must be a place for those who so earnestly desire to become a part of a great exchange of ideas—even if it amounts to passing out the printed work of the great wheels (many big wheels are dependent upon little cogs for their success).

In national meetings, is it always desirable for the insignificant people to sit back and listen to the big people kick the problems around? Theoretically there is supposed to be time for discussion from the floor—but the time is never adequate or it is lost altogether somewhere in the shuffle. Everyone wants to hear these well-known personalities speak, but more important they wish to talk with them, ask them questions, talk about the little things which are big problems to them in their own situations, in short, to talk about some little problems as well as the national problems so often found on the convention agenda.

The recent success of the student sections at national conventions has indicated that undergraduates, too, have something to talk about, and discuss with the more experienced people in the field. Incidentally a student section in the Journal, the Physical Educator, and even State Newsletters is an idea to stimulate youthful thinking in physical education. The student membership in our American Associations is nothing to sneeze at. They, too, are spearheads of future developments in physical education.

Very humbly I say again to you leaders—we need your help, we need your guidance, your patience and your understanding. The heritage of physical education can become increasingly richer, more dynamic, more functional—or it can burn itself out with the passing of the solidarity maintained by our present day great leaders in physical education. The answer depends upon your foresight and generosity.

What is your Answer?

C. C. FRANKLIN
Graduate Student
Indiana University

CAPTAINCY: An Honor and a Responsibility

DAVID L. McCOOE, Jr.
Graduate Student, Ex-Captain Swimming Team
Indiana University

The student captaincy of our various interscholastic and intercollegiate athletic teams has a two-fold meaning to us as physical educators. It is both an honor and responsibility for the boy and the coach. Through this member of our squad will flow much of our personal and tactical information. We will educate the members of our teams in the fundamental skills and techniques of the game, but upon the completeness with which we educate and inspire our captain, our "playing coach", may depend upon our ultimate success or failure. What then should we consider to be the major duties and responsibilties of our captains-elect? What can we expect of him, and what can he expect of us?

His first responsibility to the team and to the coach is one as a man and a leader. Not in the sense of service to himself, but in that of training his thoughts and actions so that he may adequately fulfill his added responsibilities. It is no easy task to step from the ranks into the limelight of the captaincy. He is now in the position of showing his true worth, to justify the honor placed upon his shoulders. As he lives, so shall he lead. Commendable conduct, personality, and performance are the traits which he must develop and those which his team mates will be inclined to follow.

Our captain is the liaison man between our squad and us. He must have our complete confidence and understanding. We can expect him to serve us as well as we are able to serve him. The important place that he holds in the eyes of his teammates is evidence enough of his value. In personal matters affecting the squad he may be in a position to achieve more in an hour than we may be able to achieve in a season. As the captain is the example of the team so, too, are we the example of the captain and therefore the example of the team.

Though we as physical educators are constantly in a position of moulding the character and personality of the many students with whom we work, we are in a most advantageous position in our relationship with our captains to develop these acceptable traits to an even greater degree. Here the foundations of "hero worship" that we hear so much about can be strengthened into lasting character. Friendliness, generosity, leadership, and trustworthiness can be developed through our untiring effort.

Truly, the captaincy of our athletic teams is an honor and a responsibility. With the school seasons beginning once again all over the land, new and better teams will be emerging to carry their colors to the foe. To the boy goes the honor; to the coach and the captain-elect goes the responsibility of making the leadership a successful venture.

Editorial Note

This is the first edition of your revived PHYSICAL EDUCATOR. The Editor is actually your reporter. The contents of your magazine will, in the long run, be as good as the profession is strong. More specifically the strength of the profession will be represented by the strength of the Fraternity, since this *is* your magazine.

If you wish to share your successes, send them in. If you like to read other's laughs, send in your jokes. If you have a serious concept you feel the Brothers and others should share—write it up. The success of your PHYSICAL EDUCATOR depends upon you and your professional ability and interest.

MISCELLANEOUS NEWS ITEMS

CARL E. KLAFS
Counselor of District 11

Because of the pressure of duties in his position as Chairman of the Department of Physical Education at Montana University, Brother Charles Hertler, Counselor of District 11, asked to be relieved of his duties in this position. We appreciate the splendid work which Brother Hertler has done in the year he has occupied this post and are sorry to see him relinquish it. In his place, and upon his recommendation, we are glad to be able to appoint a worthy successor. Therefore:

By virtue of the authority vested in the Grand President in Item 45, Sectional, Article III of the Constitution, Brother Carl E. Klafs is appointed Counselor of District 11.

Brother Klafs is Supervisor of Health Physical Education and Recreation in the Department of Public Instruction of the State of Montana. He holds the following degrees: B.P.E. from the Normal College, A.G.U. (1933) and the B.S. from Indiana University (1941), and has had graduate work at Butler University, Indiana University, Eastern Montana Normal School, Montana State University, and Crane College. He has had over twelve years' experience in teaching physical education in Y.M.C.A.'s, Turnvereins and private athletic clubs and for a number of years was instructor in health and physical education in the Indianapolis Public Schools. Prior to assuming his present position as State Supervisor he was City Supervisor of Health and Physical Education in the Missoula Public Schools.

Brother Klafs states that he is 36, married, with a family consisting of a girl of 12 and a boy of 5, and that his hobbies are hunting, fishing and horses.

Brothers Carl Klafs and Henry Meyers, both of Alpha Chapter, traveled 1,874 miles from Missoula, Montana to Laramie, Wyoming to reactivate Xi Chapter.

Since September, 1946, ten (10) members of the Los Angeles Alumni have become Life Members. This is just ten (10) times as many Life Memberships as members of all the other twenty-eight (28) chapters have bought during the same period.

Walter Mikolajek, Alpha, 1939, has officially changed his name to Walter J. Mikols. He is now physical instructor and varsity swimming coach at the University of Kansas and has started a movement to install a chapter there. Looks like Walter will come in handy as our advanced agent for the Grand Chapter Meeting in K. C. tentatively set for April 17, 18 and 19.

The New York Alumni, following Buffalo's example, is presenting diplomas to Brothers in recognition of 25 years of service in the field of physical education. Other Alumni Chapters might get an idea from the following: copy of the diploma.

PEACE FRIENDSHIP BROTHERLY LOVE

NEW YORK ALUMNI CHAPTER
PHI EPSILON KAPPA
Presents to

_____

This Award in Recognition of Twenty-Five Years of Service in the Field of Physical Education.

New York City, N. Y. _____
President

Date _____

_____

_____

_____

Paul H. Shaffer, Gamma, 1924, has been promoted from Instructor of Health, Safety and Physical Education at Camden High School to Director of Health, Safety, Physical Education and Athletics of the Public Schools in Camden, New Jersey.

LIFE MEMBERSHIPS

Since September, 1946, eleven (11) farsighted and local Phi Epsilon Kappans bought Life Memberships. They are:

Arthur Schuettner.....Los Angeles Alumni
Robert E. Ogle.....Los Angeles Alumni
Glenn H. Berry.....Los Angeles Alumni
Cecil B. Hollingsworth....Los Angeles Alumni
Joseph M. Forbes.....Los Angeles Alumni
George M. Houck.....Los Angeles Alumni
Wm. H. McMasters.....Los Angeles Alumni
Paul S. Paulsen.....Los Angeles Alumni
Robert Flanegin.....Los Angeles Alumni
Martin H. Trieb.....Los Angeles Alumni
Frederick S. Beebee.....Iowa City Alumni

George W. Lipps, a founder, was presented a Life Membership by the Indianapolis Alumni.

Ten (10) from Los Angeles—now isn't that something? These Californians seem to think it was the smart thing to do. Your secretary, too, thinks they are smart because he did the same thing fifteen (15) years ago. Think it over, Brothers. Fifty dollars ($50.00) now is equal in value to twenty-five dollars ($25.00) when he bought his for fifty dollars ($50.00) and he has no regrets. Why should you at half the price? Why not buy a Life Membership this year?

"ALUMNI CHAPTER NEWS"

"A chain is as strong as its weakest link." Let's not have any weak links in our Fraternity, but strive to make it a strong, progressive organization. Plan to attend meetings regularly.

CHAPTER HISTORIANS PLEASE NOTE:

The following report from Julius Amarant the historian—editor of the Cincinnati Alumni might well be used as a guide for your short chapter histories.

CINCINNATI

Highlights of the 1946-47 season of the Cincinnati Alumni Chapter of Phi Epsilon Kappa were the series of discussions held around the theme of "physical education teaching devices", the completion of the long awaited revised constitution, the assistance rendered by our members in activating nearby collegiate chapters, the Annual Founders Day Banquet, the witnessing of two college football games and the congenial socialbility following the close of our business meetings.

Ten (10) meetings were held this year, with attendance varying from twenty-eight (28) to forty-two (42) at regular meetings and seventy-four (74) at the Annual Founders Day Banquet. Five (5) of the meetings were held at the American Legion's Eli Wittstein Post. Other meetings were held at Miami University, Brother Olmsted's home, Alpine Inn, Covington Turners Hall and Brother Kindschy's Camp Sherwood.

We have three (3) extraordinary members, all of whom are some eighty-odd years young, Dr. Robert Nohr, Dr. E. A. Poos and Dr. A. A. Knoch.

The program at the first meeting was centered around the traditional "Summer Reminiscences" and story-swapping.

At the next meeting in Oxford, members and their wives were guests of Miami University at the Miami University-Bradley Tech football game; dined at the Huddle; enjoyed the thrilling movies of the Miami University-Ohio University game, with comments by Brothers Blackburn and Van Voorhis; and then heard Dr. McNiff, professor, tell of his interesting experiences in "Teaching G. I.'s in England and Germany".

In November, we were guests at the University of Cincinnati-Western Reserve football game in the afternoon and then met in the evening at Brother Olmsted's home to hear a discussion on various phases of "Cross Country" by Brothers McCartney, Reuter, Varrelman and Richert.

A review of the 1946 Junior Olympics was given by Brothers King, Mixie and Herberholz at the December meeting.

With Brother Vornheder acting as moderator, Brothers Anderson, Busam, Jones, Mann, Climer, Ploetz, Memmel and Foster told about their personal "Wartime Teaching Experiences" at the January session.

February brought a panel on "Tumbling and Apparatus Teaching Devices" with panel members including Brothers Amarant, Barnes, Anderson and Memmel. Eighteen (18) copies of the new Pledge Manual were received at this meeting. This excellently revised edition of the Pledge Manual was prepared by the National Ritual and Song Committee, whose members are Brothers W. K. Streit, chairman, Lou Roth and Joe Kraus.

The Annual Founders Day Banquet, held in April at the Alpine Inn, featured guest speaker Dr. Harry Laque in a unique talk on "What We Know About Surnames", dancing, raffles, group singing, a brief talk on "trends in physical education" by Robert Nohr, Jr. of the University of Wisconsin and home-style chicken dinner.

Election of new officers and initiation of pledges took place at the May meeting at Covington Turners Hall. The committee on revision of our constitution presented their six-page 1947 version between Black and Gold covers. Many hours were put in by Brothers Walling, chairman, Vornheder, Schmidt, Patia, Streit and Crotty to bring forth a carefully worded, well-constructed and meaningful constitution.

The installation ceremony for officers-elect was held at the final meeting at Camp Sherwood in June, with the following taking office: Carl J. Schmidt, president; Rudy Memmel, vice-president; Homer Jones, secretary; Francis Mixie, treasurer; William Climer, sergeant-at-arms; Ed Busam, guide; and Joe Kraus, historian-editor. Early birds at the final meeting were given an opportunity to enjoy outdoor sports. Later Herb Davis, Recreation Commission Director, spoke on "Perspective Program and Future Prospects in Cincinnati Recreation.

The custom of all members serving on a monthly refreshment committee continued throughout the year with the usual excellent result of good and plenty eats at the conclusion of each meeting.

Brother Vornheder, in his capacity as District 4 Counselor, and four (4) of our members initiated seven (7) pledges into the Psi Chapter at Ohio Wesleyan on March 29th. Fourteen (14) brothers of our group assisted in activating the University of Cincinnati Upsilon Chapter, with ten (10) pledges, on April 24th. Brothers Patia and Mileham were especially helpful in getting Upsilon started, while Brother Chenoweth accepted the position of Advisor.

Our chapter's Phi Epsilon Kappa award to the

outstanding senior, who shows greatest promise of success as a teacher of physical education, was made to Clifford Franklin, University of Cincinnati and Arthur Van Atta, Miami University. The award consists of a certificate and ten dollars ($10.00) in cash.

Finances for the fiscal year were aided by $65.00 from raffle collections and $5.00 from games collections. The treasury balance on June 7th was $369.16.

Thus the 1946-47 season passed on to pleasant memories.

JULIUS AMARANT,
Historian-Editor

PITTSBURGH

CARL OLSON HONORED

On Wednesday, April 30, one of the finest testimonials it has been this writer's privilege to attend, was tendered Brother Carl Olson, nationally known Pitt track coach.

A look at the list of speakers gives evidence of the high esteem in which Carl is held in the field of athletics. Headed by Gene Tunney, the speakers included Chancellor Fitzgerald of the University of Pittsburgh, John Kane, Allegheny County Commissioner, Dr. McClelland, Allegheny County Coroner.

Approximately 400 friends of Carl were present at this dinner of appreciation at the Schenley Hotel. Among those from our fraternity who honored Brother Olson were: Brothers Heider, Mollenauder, Oermann and Dippold, Walsh and Abel.

The Fraternity furnished judges at track meet for the blind.

Bowling followed the May meeting at the downtown Y.M.C.A.

John Irwin, a contender for the national championship foul shooting contest for more years than he cares to remember, gave a repeat performance early in April by again winning the national championship by sinking 90 out of 100 shots. While this is not as good a performance as last year, yet good enough for any man's money, it prompts the editor to query whether the art of foul shooting is becoming a "lost" art.

As has been previously pointed out, John has spent a good part of the basketball season lecturing, giving demonstrations, and conducting clinics on foul shooting throughout the tri-state area. Reports are that he has done a marvelous job in stressing the importance of foul shooting in winning basketball.

Harvey Lecolier has done and is doing much to keep gymnastics alive in the Pittsburgh area.

The Pittsburgh Chapter sponsored the Awards Dinner at the annual convention of the Pennsylvania Association for Health, Physical Education and Recreation, which will be held in Pittsburgh on December 18, 19, 20, 1947.

Charlie Geber put on a fine physical fitness demonstration at St. Paul's Orphanage.

Early during this past summer, Carl Olson, one of our most loyal brothers, received an outstanding form of recognition by the Amateur Athletic Union by being selected as one of the nation's outstanding track and field coaches to coach one group of highly skilled track and field stars in a tour of many European countries, in which they met other outstanding track and field luminaries in competition. The itinerary included the countries of Scotland, Norway, Denmark and Sweden, and Carl reports that attendance at track and field meets in those countries far surpasses anything of which the United States can boast. Carl is one who should know, since being nationally known as the University of Pittsburgh's outstanding track and field coach, he has the opportunity to travel far and wide in our country, so that his comparisons really carry weight. We hope that at one of our meetings Brother Olson will be able to tell us about his experiences.

Karl Oermann is busy making preparations for the best convention program we have yet had. Harvey Lecollier is President-elect of the Allegheny County Health, Physical Education and Recreation Association.

Congratulations to Ko Kortner on the new addition in his household—a PUP.

What promises to be one of the most interesting meetings on the calendar for this coming year, will be held on Saturday evening at the downtown Y.M.C.A., October 11, 1947. Dr. Harry Bruce, Superintendent of Schools in Mifflin Township, has been secured to address our members and friends on "School Law" as it affects health and physical education in Pennsylvania. Dr. Bruce is an authority in the field of School Law and his talk will be of much interest.

Invitations have been sent to all coaches and physical education teachers in the Pittsburgh schools to attend this meeting, and it is hoped that our members will do their best to influence their coworkers to be present. If every brother influences one of his friends to come, we should have a very fine turnout.

Dick Barrick beat Coleman Kortner for the Golf Championship at the annual outing of the Pittsburgh Coaches. Ko held the championship for the past four (4) years.

John Irwin was reappointed to represent Φ. E. K. on the Executive Council of the Allegheny Physical Education Association.

It was moved to subscribe for an "ad" in the State Journal of Health, Physical Education and Recreation for the first two (2) issues.

The following program for the years as presented

by committee of Brothers Barrick, Lecollier and Irwin was discussed and approved:

September—Dinner Meeting.
October 11—Professional Night.
November—Football Game, Stadium.
December 18—Convention Meeting and Dinner.
January—Initiations.
February—Bowling Tournament.
March—Volleyball and Dinner, McKeesport
April—Founders' Day Banquet.
May—Night Baseball Game.
June—Golf and Picnic.

HARRY DIPPOLD,
Secretary-Treasurer.

ST. LOUIS

The St. Louis Alumni holds meetings on the second Saturday of each month from September 13, 1947 thru May 8, 1948. A special mixed bowling party was held on November 1st at St. John's Church. One or two "Hosts" are in charge of the entertainment for each meeting. Entertainment topics decided upon are:

"Psychology of Fear" illustrated with movies by Al Fleischman was the topic on October 11th. An initiation and the singing of songs will be held on February 14th. The entertainment committee is already making plans for a big Founder's Day celebration.

FRED PLAG,
Secretary-Treasurer.

INDIANAPOLIS

The Indianapolis Alumni Chapter will hold meetings every month instead of five (5) times a year. The wives and/or girl friends of the Brothers will be invited to celebrate Founders Day in April, while in May the annual picnic will be attended by the families and friends of our members. Stag meetings will be held every third Monday evening at the Athenaeum except in April and May.

The Chapter tendered George W. Lipps, one of the Founders, a Life Membership at its October meeting.

Plans are already being made for the entertainment of Brothers at the Midwest H.P.E.R. convention in April.

A. ROMEISER,
Secretary-Treasurer.

MILWAUKEE

Brother Hoppe opened the doors of "Hoppe's Folly" Lake Cottage on Lake Michigan, seven (7) miles south of Port Washington, for the opening Fall meeting which was held on Sunday, September 7, 1947. This was attended by many of the wives and children of the brothers. Brothers brought their own lunch and refreshments, and we all had a very enjoyable afternoon and evening.

FRED L. SCHAUM,
Secretary-Treasurer.

HEY THERE!

Buffalo, Detroit, Los Angeles, Newark, New York, Philadelphia and Syracuse;—where, oh where, are your reports and news items?

"COLLEGIATE CHAPTER NEWS"

ALPHA

May 26, Mr. Mare, graduate student in the school of H.P.E.R., spoke to us on physical education as it is in South Africa today. Following his interesting talk, he answered questions.

July 10, Alpha sponsored a demonstration, open to the public of Home-Made and Improvised Recreational and Athletic Facilities, conducted by Professor George Schlaffer of the H.P.E.R. Department. This was, by far, the outstanding event of the summer session as the demonstration received a large attendance and much comment.

July 24, we sponsored Mr. Walter Hall of the American Boys Club Organization in a lecture open to the public. This was held in conjunction with the School of H. P. E. and R.

July 26, Alpha Chapter held its summer session picnic at McCormicks Creek State Park. Food, refreshments, and recreational equipment were furnished by Alpha Chapter.

August 6, Mr. H. F. Schwomeyer of Butler University and the Indianapolis Alumni, spoke on athletics at Butler University at a regular meeting.

August 12, Alpha sponsored a public demonstration on treating and bandaging athletic injuries. This demonstration was given by Head Trainer, Mr. Carey Colpitts.

ROBERT MAYBERRY,
Secretary.

GAMMA

Gamma Chapter published a 16-page "Graduation Booklet" in honor of the 7 Brothers who graduated last June. A full page for each brother was used for his photograph, home address and achievement records. The Foreword and Recommendation published below comprised part of the booklet:

Foreword

"After a lapse of several years during the war,

the Gamma Chapter of Phi Epsilon Kappa Fraternity at Temple University has again become activated. The members have determined that in the future no effort will be spared in futhering the professional status of our fraternity. Unlike the social fraternity, a professional one has, in addition to the fraternal affiliation, the added benefits to be derived from close under-graduate associations with men who have chosen the same profession for their life work. In addition to these advantages, the member has upon his graduation the opportunity of uniting with men established in the profession through the life-long membership in an Alumni Chapter.

"With these things in mind, it was thought advisable to find some means of introducing the members of our fraternity upon their graduation to fellow brothers throughout the country. This booklet, and those that will follow with each graduating class, will provide that introduction."

CHARLES R. CORNELL,
Editor.

RECOMMENDATION

"It is a pleasure to write a recommendation for seven (7) of our graduating seniors, Messrs. Warren Allen, Elmer Binker, Joseph Chielli, Charles Cornell, Leonard Kolenda, Raymond Reiff, and John Sylvester, all members of Phi Epsilon Kappa Fraternity. These men are a select group who have proved their scholastic and technical ability by surviving the rigors of four (4) years of professional training. They also are select in that they were singled out for invitations to membership in Phi Epsilon Kappa. In addition, they have won honors in various other extra-curricular activities. The Department of Health and Physical Education at Temple stands back of them. We of the staff believe that each of them has the training, ability, character, and personality to become successful teachers and that they merit the serious consideration of any school or recreation administrator seeking a teacher or leader in health, physical education and recreation."

WILLIAM L. HUGHES,
Director of Health and Physical Education, Temple University.

ETA

On May 9 we held our Dinner-Dance. It turned out to be a very successful affair with eighty-three (83) attending. The order of events was the dinner, a speech by a State Assemblyman who is also a physical education teacher, and then dancing.

FRANK WEST,
Secretary.

MU

Mu started their co-recreational program about the middle of October, using two (2) gymnasiums. We also plan on conducting an inter-school basketball league and hope to enter a bowling league. The Φ. E. K. basketball team, as usual, will be in the Ithaca City league again this year.

HOWARD T. SCHOLEFIELD,
Secretary.

RHO

Rho Chapter, at the University of Illinois, remained active throughout the summer. There were nine (9) under-graduate members on the campus to carry on the affairs, meetings and initiations.

We had three (3) initiations; two of them were for graduate students and faculty members of the University. Two outstanding men to be initiated were Dr. T. K. Cureton and Dr. C. O. Jackson.

During August and September four undergrads went through a very successful pledgeship and were initiated on the 25th of September, bringing the membership of Rho Chapter to 40 members.

The first meeting of the fall semester was held October 15. Committees for the coming year were appointed. The program committee is planning a splash party and an informal dance for the members, their wives and girl friends, while the research group has begun work on the correlation between physical education majors and their complete background.

On the 19th of November, Rho Chapter and three other physical education fraternities on the campus sponsored the Danish gymnastics team which has been successfully touring Europe and the United States.

We'll see you again in the next issue with more news and reviews from the University of Illinois.

O. R. V.

CHI

Johnny Carmonia is with the Los Angeles Times Boy's Club as Director of Physical Education and Recreation.

"Lefty" (Willard) and Betty Watson Goodhue and their two daughters recently moved into their new home at 6420 West 83rd Street in Los Angeles. Lefty will teach and coach again this fall at Los Angeles High School.

Coaching in Los Angeles is Al Walz '39. He and June (Massey) have been in their new home, 1334 Upton Place, since last March. During the summer Al taught at the veterans unit at Belmont High School. Before school opened this fall, the Walz family visited in Oregon.

Howard Bailey, his wife and 9 months old daughter have moved into their new home in Mt. Airy, Maryland. Howard works for the Chevrolet motor division as Field Representative. His territory covers Maryland, Virginia and part of West Virginia.

Dorothy Messick Howe wrote to say that she and Lin have sold their home in Highland Park. They are both teaching in Whittier this fall and hope to locate there soon.

Vincent Reel is living in Long Beach and coaching at Wilson High School.

CARL F. TRIEB,
Sponsor.

Brothers, where does your chapter stand in the following membership score?

Final 1946-47 Membership Report as of October 31, 1947

COLLEGIATE CHAPTERS

(1) Alpha	68	(2) Mu	66	(3) Eta	43
Alpha	68	Lambda	30	Psi	8
Gamma	34	Mu	66	Alpha Beta	28
Delta	0	Xi	26	Alpha Gamma	0
Zeta	26	Rho	32	Sigma Alpha	28
Eta	43	Upsilon	10	Alpha Epsilon	31
Iota	34	Phi	28	Alpha Zeta	12
Kappa	35	Chi	22	Alpha Eta	21

ALUMNI CHAPTERS

(1) Philadelphia	111	(2) Cincinnati	79	(3) Los Angeles	56
Buffalo	47	Milwaukee	18	St. Louis	22
Cincinnati	79	Newark	18	Syracuse	12
Detroit	33	New York	3		
Indianapolis	16	Philadelphia	111	Unaffiliated	50
Los Angeles	56	Pittsburgh	27	Honorary	5
Total Collegiate Members	582	Total Alumni Members	497	Grand Total	1079

Resumé of 1946-47 Initiations as of October 31, 1947

Mu	46	Lambda	19	Chi	5
* Iota	41	Zeta	17	Los Angeles	8
Rho	39	Phi	17	Syracuse	4
Alpha	38	Sigma Alpha	15	Philadelphia	4
Kappa	33	Alpha Eta	14	Pittsburgh	3
Gamma	29	Alpha Epsilon	13	Cincinnati	3
Eta	26	Upsilon	11	St. Louis	2
Xi	24	Alpha Beta	9	Buffalo	1
* Alpha Zeta	22	Psi	7	Indianapolis	1

* Not all dues paid

Total Initiations 448

Note: The previous membership record was set in 1932 with 330 collegiate and 498 alumni members for a total of 828.

Estimates made by chapter secretaries indicate that over 300 pledges will be initiated during the 1947-48 fiscal year.

OFFICERS IN PHI EPSILON KAPPA FRATERNITY

THE GRAND EXECUTIVE COUNCIL

PAST GRAND PRESIDENT: Laurence B. Chenoweth, M.D., School of Hygiene, University of Cincinnati, Cincinnati, Ohio.

GRAND PRESIDENT: Carl F. Trieb, Ph.D., Department of Physical Education, Occidental College, Los Angeles, California. 336 South Rodeo Drive, Beverly Hills, California.

GRAND VICE-PRESIDENT: Wilbur C. DeTurk, M.A., Department of Physical Education, Bartram High School, Philadelphia Public Schools, Philadelphia, Pennsylvania. 5700 Ogontz Avenue, Philadelphia 41, Pennsylvania.

GRAND SECRETARY-TREASURER: Alvin Romeiser, M.A., Manual Training High School, Department of Physical Education, Indianapolis, Indiana. 2437 East Riverside Drive, Indianapolis 8, Indiana.

NATIONAL STANDING COMMITTEE CHAIRMEN

EDUCATION: Wilbur C. DeTurk, 5700 Ogontz Avenue, Philadelphia 41, Pennsylvania.

RITUAL AND SONG: William K. Streit, Director of Physical Education, Cincinnati Public Schools, 216 East Ninth Street, Cincinnati 2, Ohio.

FINANCE: Carl B. Sputh, M.D., 224 North Meridian Street, No. 301, Indianapolis, Indiana.

LAW: John C. Burke, Supervisor of Corrective Physical Education, Health Service Section, Los Angeles Public Schools, 451 North Hill Street, Los Angeles, California.

CHIEF JUSTICE: H. Harrison Clarke, Ph.D., Springfield Y.M.C.A. College, Springfield, Massachusetts.

PUBLICATION: Karl W. Bookwalter, Ed.D., 527 South Highland Street, Bloomington, Indiana.

NOMINATING: Arthur A. Esslinger, Ph.D., Springfield College, Springfield, Mass.

THE BOARD OF DISTRICT COUNSELORS

District 1

Pittsburgh Alumni, Philadelphia Alumni, Gamma, Eta and Alpha Beta Chapters.

Counselor: Fred Foertsch, M.A., Assistant Supervisor of Physical Education, Philadelphia Public Schools, Philadelphia, Pennsylvania, 2461 West 78th Avenue, Philadelphia 38, Pennsylvania.

District 2

New York Alumni, Newark Alumni, Delta, Zeta, Alpha Zeta and Alpha Eta Chapters.

Counselor: Kenneth Seixas, M.A., Director of Health & Physical Education, Julliard School of Music, New York City, New York, 600 West 115th Street, New York 25, New York.

District 3

Buffalo Alumni, Syracuse Alumni and Mu Chapter.

Counselor: Alfred G. Andrews, M.A., Department of Physical Education, Syracuse Public Schools, Syracuse, New York, 224 Wellington Road, DeWitt, New York.

District 4

Cincinnati Alumni, Epsilon, Upsilon, Psi, Omega and Alpha Delta Chapters.

Counselor: Earl W. Vornheder, M.A., Assistant Principal Winton Place Public School, Cincinnati Public Schools, 2941 Mignon St., Cincinnati 11, Ohio.

District 5

Detroit Alumni, Kappa Chapter.

Counselor: Newton C. Loken, M.A., Department of Physical Education, Waterman Gymnasium, University of Michigan, Ann Arbor, Michigan.

District 6

Indianapolis Alumni, St. Louis Alumni, Alpha, and Rho Chapters.

Counselor: Frederick O. Martin, M.A., Dean of Men, Normal College of the A.G.U., Indiana University, Indianapolis, Indiana, 1333½ Central Avenue, Indianapolis, Indiana.

District 7

Milwaukee Alumni, Chicago Alumni, Beta, Theta, Iota, Nu and Sigma Chapters.

Counselor: Edwin O. Hoppe, M.A., Supervisor of Physical Education and Commissioner of Athletics, Milwaukee Public Schools, Milwaukee, Wisconsin. 634 Robertson Avenue, Wauwatosa 13, Wisconsin.

District 8

Phi and Tau Chapters.

Counselor: Louis P. Washburn, M.A., Professor of Physical Education and Athletics, Kansas State College, Manhattan, Kansas. 1809 Poyntz Street, Manhattan, Kansas.

District 9

Xi Chapter.

Counselor: No counselor; volunteers or recommendations for this position are solicited.

District 10

Los Angeles Alumni, Lambda, Chi, Alpha Epsilon and Sigma Alpha Chapters.

Counselor: Martin H. Trieb, M.A., Assistant Supervisor of Physical Education, Los Angeles Public Schools, Los Angeles, California. 330 South Mansfield, Los Angeles, California.

District 11

Pi and Alpha Gamma Chapters.
Counselor: Carl E. Klafs, State Supervisor of Physical Education of Montana, Route 1. Orchard Homes, Missoula, Montana.

District 12

Omicron Chapter.
Counselor: Russell Cutler, M.A., Assistant Professor of Physical Education, School of Physical and Health Education, University of Washington, Seattle, Washington.

CHAPTER SPONSORS

Alpha—Dr. W. W. Patty, School of Health Physical Education and Recreation, University of Indiana, Bloomington, Ind.
Gamma—A. Carl Patterson, 1949 Medary Ave., Philadelphia 41, Pa.
Delta—Panzer College. Not Active—East Orange, N. J.
Zeta—Kenneth Seixas, Dept. of Phys. Educ., Teachers College, Columbia Univ., New York 27, N. Y.
Eta—E. H. Dean, State Teachers College, Trenton, New Jersey.
Iota—Dr. Frederick S. Beebee, University of Iowa, Iowa City, Iowa.
Kappa—Newton C. Loken, Univ. of Michigan, Ann Arbor, Michigan.
Lambda—Walter Crowe, Univ. of California, Los Angeles, Cal.
Mu—Dr. Wm. M. Grimshaw, Ithaca School of Phys. Educ., Ithaca, New York.
Xi—Dept. of Phys. Ed., Univ. of Wyoming, Laramie, Wyoming.
Rho—Henry J. Montoye, Univ. of Ill., School of Phys. Educ., Urbana, Ill.
Sigma—Dr. L. F. Keller, Univ. of Minn., Minneapolis, Minn.
Upsilon—Dr. L. B. Chenoweth, 199 Lafayette Circle, Cincinnati, Ohio.
Phi—L. P. Washburn, Kansas State Agricultural College, Manhattan, Kansas.
Chi—Dr. Carl F. Trieb, Occidental College, Los Angeles 41, Cal.
Psi—George Ganthier, Dept. of Phys. Educ., Ohio Wesleyan Univ., Delaware, Ohio.
Alpha Beta—Dr. A. F. Davis, Pennsylvania State College, State College, Pa.
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Alpha Epsilon—Robert Bronzan, San Jose State College, San Jose, Calif.
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Eta—Frank West, Box 763 Trenton State Teachers College, Trenton, New Jersey
Iota—John M. Snider, 423 S. Madison, Iowa City, Iowa
Kappa—Donald Bacon, Waterman Gym, Univ. of Mich., Ann Arbor, Michigan
Lambda—Charles R. Blum, 1507 West Gage Ave., Los Angeles 44, California
Mu—Howard T. Scholefield, 425 North Tioga St., Ithaca, New York
Xi—William E. Quinlan, Dept. of Phys. Educ., Univ. of Wyoming, Laramie, Wyoming
Rho—A. B. Harrison, Annex Hall, Urbana, Illinois
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Upsilon—Robert Berry c/o M. C. Mileham, Dept. of Athletics, Univ. of Cincinnati, Cincy 21, Ohio
Phi—Carman Wilcox, 1634 Osage St., Manhattan, Kansas
Chi—Manuel Perez, Box 567 Occidental College, Los Angeles 41, Calif.
Psi—R. E. McBride, c/o Mr. Freeman, Dept. of Athletics, Ohio Wesleyen Univ., Delaware, Ohio
Alpha Beta—Marvin Demp, 227 E. Nittany Ave., State College, Pa.
Sigma Alpha—Gordon A. Naslund, Dept of Phys. Ed., Univ. of Southern Calif., Los Angeles 7, Calif.
Alpha Epsilon—Ronald Staley, Dept. of Phys. Educ., San Jose State College, San Jose, California
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SCHOOL CAMPING

(Continued from Page 8)

tion to the construction of camps in place of some new school buildings. He suggested the employment of teachers on a twelve-month basis and elimination of school vacations in the traditional sense. He also proposed that schools be operated on a four-quarter basis, giving children the opportunity to spend one of the four quarters in camp. Although schools have not yet followed these suggestions, several schools now employ teachers on a twelve-month basis and carry on their recreation and outdoor education programs during the summer months.

Up to the present time the more extensive school camp programs operating on school time have followed in general this pattern: A camp with adequate facilities to care for children during seasonal weather variations is obtained. Thus far camps on state-owned property, private camps, and youth agency camps have been used. A core staff of experienced camp leaders, including a camp nurse and leaders with special skills in woodcraft, nature, arts and crafts, and group leadership, is provided. The school classes come out with their teachers. Although camp attendance is not compulsory, a large percentage of pupils choose to go, the remainder attending school as usual. The periods at camp generally last from one to two weeks, although the time will probably be extended as the programs develop. In the camp the staff and the teacher, sometimes with voluntary supplementary assistance, direct the program. The cost is borne in several ways, generally some funds being found from outside sources, either public or private. The school in turn sometimes employes trained camp leadership in addition to the teachers who participate. The parents of children usually bear the minimum food cost, which is generally about a dollar a day. For parents upon whom this amount of payment would work a hardship, a fund is usually available, making it possible for their children to participate.

The experience of the better private and youth-agency camps has been drawn on in building the school camp program. Every effort is made to keep it a free and happy experience, with absence of the formality of the schoolroom. The program is carried on chiefly in small groups and centered around the theme of living together democratically and planning for self-occupation against the background of the out-of-doors. No classes as such are held, but the experiences of the camper are such that they contribute to personal development and the learning of many things related to the in-class curriculum. The camper has responsibility for his personal health, for the care of his room, for participation in meal planning and serving, and for the general cleanliness of the camp. Exploration trips in small groups place him in direct contact with the various aspects of nature. The conservation of natural resources, topography, weather, stars, rocks, minerals, trees, animals, and all the other myriad manifestations of nature become not mere words in a textbook but realities with which the camper develops a sense of friendly familiarity. Camps provide experience in use of the hands, in crafts with native materials, in building of fires, in cooking of meals, in improving campsites—to name but a few of the opportunities. A camp bank and store offer practical experience in the handling of money and dealing with figures. Outdoor games, hiking and camp duties are healthful physical experiences. Songs around the campfire, simple dramatics, stories and often a camp newssheet provide opportunities for self expression. But probably the most valuable of all is the experience of group living and group planning. Here the democratic process can be seen at work in its best sense. The give and take of camp life, the informal relation of leader and camper, provide the climate for social and personal development.

Today the great majority of the American people have lost their touch with the outdoors. The crowding into cities, the lack of contact with domestic animals and growing plants, the absence of home chores, are but a few of the manifestations of modern life that have robbed the child of first-hand experiences enjoyed by past generations. America has a great outdoor heritage. The school through a school-camp program can see that American children are not robbed of this birthright.

TO EXCEL

(Continued from Page 5)

to excel the answer must be in the affirmative. The long line of outstanding leaders in our profession who were members of Phi Epsilon Kappa should be a reminder to our present members of the tradition and precedent to which they are obligated. Standards change but the need for living up to them remains the same for each succeeding generation who would be worthy members of the profession. Ours is the task of leading the way.

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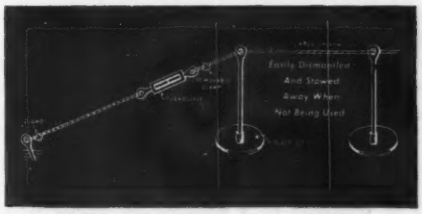

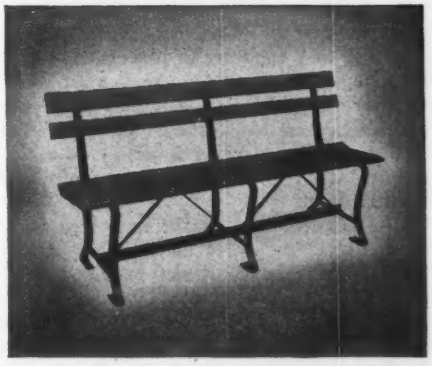

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RECENT ARTICLES

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K. Bookwalter

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It is the responsibility of the school to furnish written contracts to sports officials, and to treat each official with the courtesies extended to any faculty member or school guest. The schools should provide private dressing quarters for officials with adequate facilities for their comfort and efficiency. Schools should provide assistance to officials, wherever required, such as stakemen, scorekeepers, etc. All financial arrangements should be clearly understood by the school and the official and these arrangements adhered to.

In relations with other schools, it is advisable to present a list of approved officials for contests, welcome their preferences within limits, and attempt to reach a joint agreement on contest officials.

Schools wherein such methods have been employed enjoy favorable inter-school relations, have little trouble in the procurement of officials, and have minimized one of the many problems of athletic administration.

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Prevention should go all the way back to the design and construction of the field, dressing rooms, and training quarters. A physical check-up for every boy, prior to the opening of practice, is a must. Adequate time spent in the first few days for "conditioning" will help considerably in holding down injuries later on. Squad candidates should have adequate amounts of good food, plenty of sleep, and a gradual increase in the amount of phypsical activity. The problem of muscle stiffness must be accepted as a physiological fact due to the slightly different way in which this sport affects the muscles.

Equipment is the next step in the prevention of injuries, and it is folly to economize on this item. Cheap materials do not stand the strain and cost more in the end. Not only should the best equipment be obtained, but it should fit the boy who will wear it and protect that part of his body which it is supposed to protect.

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should be in attendance at all games, and available during practice sessions when necessary.

As educators and coaches, it is our responsibility to the players, their parents, and the community, to give them every possible chance to minimize injuries in football.

Nelson G. Lehsten

Manley, Helen, "Good Posture for Boys and Girls," *School Life* Vol. 30, No. 2, November 1947, p. 16, 17.

Good posture is that position of the body in which all of its parts are working effectively and with proper balance, ease and comfort. Good posture is important in causing one to feel better.

Steps to good posture standing, sitting and walking are given. Tests for posture, anterior and posterior positions are suggested as are exercises for strengthening muscles.

Do's for children are:

1. "Stand and sit tall".
2. Show children how to check their posture and what good posture is.
3. Check the adjustment of seats so that each child may sit with his feet on the floor when he is sitting as far back as possible. He can then write without raising a shoulder or rounding his back.
4. Minimize fatigue by providing frequent rest periods.
5. Abolish children's fear and feeling of insecurity and give many opportunities for success.
6. Through physical examinations discover the causes of poor posture and seek the remedy.
7. Give children opportunities for a constructive physical education program, preferably outdoors and geared to individual differences.

Carolyn Bookwalter

"Recreation Service of State Agencies to Communities," *Recreation,* September 1947, p. 287.

Thirty nine states are now making some kind of state service available to community recreation programs. On the field of rural recreation there are thirty three states where at least one agricultural extension service worker is devoting some time to helping train recreational leaders.

States such as Colorado, Illinois, Massachusetts, Michigan, Ohio, Pennsylvania, and Wisconsin have at least one recreation specialist giving full time to rural programs.

The states of North Carolina, Vermont and California have established state recreation commissions.

In the states of Minnesota and Indiana the state universities have provided field recreation consultation service to local communities. State Recreation Councils have been appointed by the Governor in each state. The consultants are affiliated with these councils either as executive secretary or chairman. The University of Wisconsin has recently appointed a Field Recreation Consultant.

A number of the state Universities have provided rural music field service.

In the state of Kentucky a state division of recreation has been formed in the State Conservation Department.

Several of the state park departments have recreation or camping specialists.

The state of New York has a State Youth Commission. Over 400 communities have received state financial aid for recreation programs.

The North Dakota State College and the University of Virginia are providing drama service to local communities.

Garret G. Eppley

Safety Education; *FIRE DESTROYS LIFE AND PROPERTY,* Editorial, October, 1947, p. 2-4.

When three conditions, fuel, heat, and oxygen, are brought together, fire results. When a fire starts, always send in an alarm first and then get a fire extinguisher. This will prove effective, if the fire is caught early enough, by cooling the burning material or by keeping out the oxygen and smothering the fire.

There are three classes of fires:

Class A—Wood, textile and paper fires.
Class B—Oil, gasoline and paint fires.
Class C—Electrical fires.

Class A fires require the cooling action of a stream of water. Class B fires require smothering since the gasoline or other burning material would float on top of the water and thus be spread. Class C fires require smothering and water must not be used because it might conduct the electricity and cause a shock.

To extinguish a type A fire, a pump-tank extinguisher which works like a bicycle pump and throws a stream of water, or the gas cartridge extinguisher which automatically throws a stream of water when inverted, may be used. The later type is known as the soda-acid extinguisher and should be aimed at the base of the flame. *REMEMBER*—this extinguisher will empty itself in about 50 seconds so do not turn it upside down until you are ready to use it.

The foam extinguisher is used for class A or B fires. It looks and is handled like the soda-acid extinguisher. When inverted the stream should be directed at the back of the fire not directly at the flames as this will tend to spread the fire.

CO_2 extinguishers work best on class B and C fires. To operate this extinguisher, pull out the locking pin and open the valve (in some models)

by squeezing the hand grip. Get in close as the discharge will only carry six to eight feet and aim at the base of the flame, moving the horn from side to side. Work fast as the discharge lasts only 42 seconds. As the fire is knocked down move in to cover the entire area and use all the discharge to prevent a reflash.

Vaporizing liquid extinguishers work best on class B and C fires. Use in a well ventilated area. Turn the handle to the left and pump back and forth directing the stream at the base of the flame.

Dry chemical can be used on all types of fires but works best on class B and C fires. Pull the locking pin or turn the wheel valve and press the puncture lever. Aim at the base of the flame and continue to spread dry chemical on liquid fire even after the flame is out to prevent reflash.

These directions for the use of fire extinguishers are well illustrated and presented as a new visual aid—Safetygraph No. 7—"Using Fire Extinguishers" produced by the industrial department of the National Safety Council.

C. Wesley Dane

U. S. Office of Education, "National Security to be Strengthened Through Education," *School Life,* Vol. 30, No. 1, Oct. 1947.

The U. S. Office of Education is planning increased assistance to states in strengthening particular aspects of their educational programs related to National Security, according to recent announcement by Commissioner Studebaker. Particular aspects of the new program to strengthen National security emphasize:

1. Education for Democratic Citizenship,
2. Education in Science and Mathematics, and
3. Education for Health and Physical Fitness.

"The aims and objectives of a peace time program of education for health and physical fitness are numerous: (1) the development of physical and organic vigor, of neuromuscular skills and coordinations, of correct body mechanics, good posture, mental poise and alertness; (2) the development of desirable moral and social qualities such as team play, leadership, obedience to properly constituted authority, courage, self-reliance, disciplined initiative, and self-control, (3) the promotion of proper school, home and community hygiene, sanitation, and safety; (4) the provision of periodic health examinations under school auspices with proper follow-up assure the correction of defects and the remediation of remediable conditions; (5) the provision of suitable instruction in personal and community hygiene and safety; the development of an understanding and an appreciation of the basic facts of health and disease, and the observance of common health precepts."

" . . . School health examinations or inventories are basic to sound programs of physical education activities under school auspices and to meaningful health instruction just as they are essential to the prevention or correction of physical defects and conditions . . . "

Carolyn Bookwalter

BOOK REVIEWS

Chenoweth, Laurence B. *An Introduction to Personal Hygiene.* F. S. Crofts and Company, Inc., New York 1947, $2.50.

This book is an introductory college text—stressing the historical approach and involving the basic chemical background of hygiene. The development of the human body emphasizes the enutero state. Cell structure and function is studied. Cancer and tumors are considered as to nature, cause, and extent. Mendelian laws are shown to be the basis for modern genetics. Blood types are discussed in much detail along with other inheritance traits.

Under Nutrition, kind and amounts of food, vitamins and results of deficiencies, digestion and metabolism, and finally the source, effects and functions of alcohol are considered.

The endocrine glands and their dysfunctions are taken up as are various infections and parasitical diseases.

Mental abnormalities are explained in terms of nature and cause and treatment is covered in a chapter on mental hygiene which follows.

General treatment of vaccination, inoculation, death rates, new medications and safety are in the concluding chapter. The appendix contains chemical symbols and a glossary of terms helpful in light of the technical treatment of some items.

Karl W. Bookwalter

Chenoweth, Laurence B. and Theodore K. Selkirk *School Health Problems* (3rd Ed.) F. S. Crofts and Co. New York, 1947.

Consistent growth in children is related to housing, race, intelligence, season, age, climate, and nutrition. The latter is an individual problem due to many causes.

Physical examination and inspection are not as extensive as the health examination. The parent-teacher, the nurse, the dentist, the school physician all have a part in determining health status of the child. The major objective of school medical service is education. Common defects and their causes are discussed.

The examination is a concrete lesson in health and should motivate child and parents to healthful living. Preschool, 3rd, 7th and 11th grade exam-

inations must be given although annual examination is desirable. From 10 to 30 minutes should be allotted to a person and all should be examined. The personal physician is ideally the person but apathy indicates the school will have to assure each child an examination. It should not be a series of disjointed observations but several persons can logically assist in aspects of a total examination. Follow-up should include the child, the parents, and the teachers, if correction and adjustment is to result.

Isolation, immunization and inoculation, for the control of various contagious diseases, are discussed.

The mechanism of sight, the influence of light and means of measuring and protecting visual effectiveness are outlined as are the factors in hearing.

Special classes for exceptional children include those for blind, crippled, problem and epileptic children, those with speech defects, lowered vitality and cardiac defects. Tuberculosis and its relationships to the school child is treated at length.

The effect of heredity, and environment upon mental hygiene, the increase and frequency of mental disease and the care of problem children are discussed.

The place of physical education in the health program is shown. The problems of school safety and sanitation, and of administering the school health program are taken up. A helpful glossary concludes this valuable source on school health problems.

Karl W. Bookwalter

Cureton, Thomas Kirk, Jr. *Physical Fitness Appraisal and Guidance* The C. V. Mosby Co., St. Louis, Mo. 566 pages. $6.00.

Dr. Cureton and his associates have done a thorough job of reviewing the field of definitions, history, existing tests, factor analysis, and modern research on the validity of present physical fitness tests.

The sections on appraisal of body type and analysis of weight are augmented by the liberal use of significant photographs and charts.

A critical evaluation of various cardiovascular tests including pulse rate and blood pressure, whether measured by the heartometer pulse wave test or by sphygmomanometer, points out the value of such tests. An entire chapter is devoted to the need for objective graphical heart records and the description, interpretation, use, and reliability of the heartometer in actual uses as a means of measuring cardiovascular condition. The value of combining cardiovascular and basal metabolism tests, which measure specific elements involved, is stressed.

The review of measures of respiratory fitness includes a discussion of vital capacity, flarimeter breath holding, and expiratory force.

There is a full discussion of the Illinois Motor Fitness Test Battery as it was used in the program with freshmen entering the Colleges of Medicine, Dentistry, and Pharmacy at the University of Illinois in Chicago and in previous studies on the University of Illinois campus.

The concluding section on guidance provides the reader with suggestions for making the program more significant. Some blanks for self rating, activity records, and guidance records are included.

The appendix includes a plan of organization for physical fitness appraisal and guidance, data resulting from examinations, interpretation of tests administered to Illinois Medical Students, a bibliography, and an insert listing data concerning the 1936 Olympic swimmers.

Each chapter concludes with a list of questions and a bibliography. Guidance suggestions are found near the end of most chapters.

Physical Fitness Appraisal and Guidance is an excellent reference book. It is also suitable for use as a textbook in a rather extensive course in physical fitness.

J. K. Rash

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PUBLIC RELATIONS THROUGH THE PHYSICAL EDUCATION PROGRAM

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Of the maze of subject matter which makes up a public school curriculum, physical education is one of the few which touches the lives of nearly 100% of the students. By virtue of this fact, it has inherent in its program, the potentialities of creating an immense amount of good or ill will in the community, depending upon the way in which the program is administered. Because of its prominent place in the curriculum, its influence can be felt in the home, the school and the community. Physical education as a "frill" is a product of a gone-by era in education; its worthwhileness has been well established. Therefore, it presents a challenge to the profession to see that its proper interpretation to the public is kept on a high plane. Rogers[1] has shown that over a period of years, physical education has retained its position as an educative factor in child growth to a much greater extent than many of the other newer additions to the curriculum. The recent war did much to enhance our cause for more and better physical education.

Physical education, in the concept of this article, is intended to embrace those phases of the field which have to do with the expenditure of muscular and nervous energy as a factor in the growth and development of the social, moral and physical side of the individual, and those phases which deal with maintaining and protecting the body so that it can function with a maximum of efficiency. This article will emphasize the way in which athletics, recreation, gymnastics and health education can contribute to a better interpretation of the physical education program to the public.

The Need for Better Interpretation

Civilization progresses and progress means change. It is increasingly important that the public be made aware and be led to understand that as a result of change, methods, facilities and programs must likewise change. The physical education of the child should go on unhampered and unfettered by such things as restrictions of facilities, equipment and personnel which an antiquated program has set up. Physical educators often are not aware that their program is in constant need of interpretation. In order that intelligent support be continued, it is highly important that the public be informed of the numerous activities which a well rounded program of physical education affords. It is a sad commentary when that field of education is curtailed, upon which depends the successful completion of other school work. In all fairness, however, many programs do nothing more than waste the students' time and make no contribution to the social and moral values which physical educators prate about. The greatest mistake physical education teachers make, is to assume that because pupils are active, *desirable* development is taking place.

The public must be constantly informed of the good work which physical educators do. An uninformed public is hesitant about continuing support to a phase of school work about which it has little or at best a vague knowledge. Williams[2] believes that because the taxpayers of today were in school when the present program was in its infancy they know little about the values which are inherent in a wholesome program of physical and health education, since they have not been properly informed.

Who Shall Interpret?

To whom should the responsibility for proper interpretation belong? This is a perplexing problem in many school systems. In some schools it may be the policy to have all matters of a general nature cleared through the superintendent's office, while in others it may be that each department is responsible for its own interpretation. Be the school system large or small, it behooves the physical education department to cooperate and work in conjunction with the interpreting agency established by the school board.

Oftentimes the teacher of physical education assumes the responsibility of interpreting his program to the public. In some cases the principal is responsible, and in others the director of the department. Where a single school is one of many, as in a large system, it seems to be desirable to secure the necessary interpretation of its program locally, through its own avenues, in which the students, teachers and principal can all help.

Athletics

This phase of physical education has done more, perhaps, than any other, to bring before the public the value of physical education as a factor in the wholesome development of the social, moral and physical side of the pupil. It has been said in jest

[1] Rogers, Frederick James, "What's Happened to Physical Education" *Journal of Health and Physical Education*, Vol. IV, No. 9, November, 1933, p. 17.

[2] Williams, Jesse Fiering, and Brownell, Clifford Lee, *The Administration of Health and Physical Education* W. B. Saunders Co., Philadelphia, 1934, p. 514.

that when a coach does not produce winning teams he alibis by saying that he is developing character. Win or lose, this development is going on continuously and the public is keenly thrilled at the machinelike precision with which a football team executes its plays or a basketball team clicks in penetrating through the offense on a fast break or other maneuver planned to get near the basket. Here the public sees with its own eyes that a spirit of cooperation must prevail, that selfishness must be brushed aside, that the subtle thing called sportsmanship and strategic judgment is taking place and that physical development is something worth striving for. The public is securing an interpretation of a phase of physical education in a way more practical and more understandable than in any other field of education. Impressions gathered by spectators are carried by word of mouth to friends and acquaintances in the community, thus enriching the school interpretation program immeasurably. Discussions following contests, curbstone coaching, and, undesirable as it may be, "corner talk", all tend to influence the physical education program of interpretation. It is our job to see that it is favorable. It may be wise, however, on the part of the authorities to keep the athletic situation well in hand. Loosing teams, under similar conditions, might find it difficult to secure for athletics a favorable interpretation. Tact and judgment must be used.

Modesty both in victory and defeat is an essential character trait to develop and athletics at their best provide a real opportunity for this trait to manifest itself. Athletes must be clean living in order to survive the grind, and this fact is not overlooked by the public. Any program which will develop within the pupil those qualities which have been mentioned—good sportsmanship, modesty, fair play, stick-to-it-iveness, cooperation and physical development—and the host of others with which athletics are concerned and which the public sees before its very eyes, is one of the finest ways in which the work of the school can be interpreted.

By inference it may seem that the athletics mentioned are "varsity" only. Far be it from the intentions of this article to overlook the tremendous possibilities which intramural athletics present as a means of shaping popular and public opinion so that it will react favorably toward the program of physical education. With its diversified program of sports and its mass participation it should only react in a favorable way toward a wholesome attitude toward our field. Intramurals cover the whole gamut of activities, physical and competitive in nature, which season, climate and topography permit. The same values and claims of varsity athletics are inherent in intramural activity, and the transition of thought on the part of the public relative to such values is a comparatively easy matter. Perhaps in the long range planning this phase of athletics holds more possibilities for wholesome interpretations than do varsity athletics. By its nature of varied activity more people participate and consequently more people have views about what the values of physical education are. The more people who know about your program and particularly who have taken part in at one time or other, the more chance interpretation becomes a diminishing factor in importance.

The question arises as to the validity of the assumption that desirable interpretation is accomplished by word of mouth. Granting this criticism, we still have a very valuable medium to come to our aid, namely, the newspaper. Sports are assuming places of major importance in the publishing field. Newspapers, to a large extent, publish what people like to read, and today many women as well as men, read the sport pages. With the appeal which the newspapers have as an ally of physical education, we can do much toward promoting a better understanding of our aims and objectives. Editors are anxious and even go out of their way to publish things about athletics, particularly the varsity kind, but to get them to devote space or become enthusiastic about intramurals is another story. Janet Owen,[3] writing in the Journal of Health and Physical Education, states that the editor must first be convinced of the worthwhileness of the program and that it will create the interest of the reader. He will then be more than glad to give you the necessary publicity. Everbody likes to see his name in print or that of his friend. If by publishing results and using names the editor can sell more papers, he's for you. It is sometimes hard to see this point of view, but one must remember the newspapers are in business to show a profit just as is any other business enterprise.

Accompanying athletic achievement one usually finds the usual round of banquets to attend, and speeches to make. The speech is one of the most valuable means to put across what the physical education program is attempting to do. Always remember that you should select a vocabulary which will fit your audience.[4] The jargon of the educator is not suited to the average audience. Express yourself in simple language and avoid couching your ideas in technical phrases. If this becomes necessary use every day language to amplify it. Here is an opportunity which should not be allowed to slip by. Much can be said of physical education as a whole, at the same time placing proper emphasis upon athletics.

Recreation

Tied up closely with athletics, is recreation. The use of this term implies relaxation after toil, diversion or play. In some respects it is closely allied

[3] Owen, Janet, "Publicity—Your Right Hand Man", *Journal of Health and Physical Education*, Vol. 7, No. 8, October, 1936, pp. 481-484.

[4] Williams, Jesse Fiering, and Brownell, Clifford Lee, *op. cit.*, p. 527ff.

with athletics, although the latter contains elements which are anything but relaxation or play. The term "recreation" as used in this article refers to those activities which are physical in nature and require at least a mild expenditure of physical energy. Such things as card playing, guessing contests, movie attendance, reading, etc., would properly be classified as recreational activities, but phases such as those are not inferred.

Just how can a recreational program contribute toward a wholesome public relations program? By analysis, we find that the nature of recreative activities is such that it has a strong influence in the development of leisure time activities. From the viewpoint of leisure, the distinction between athletics and recreation might be said to be that the former require considerable periods of training before skill is acquired, are highly competitive in nature, require a huge expenditure of energy and do not necessarily offer a suitable nor desirable form of leisure, while recreation affords pupils of all degrees of skill some physical activity in which they can find enjoyment without undergoing rigid training rules. With mild expenditure of energy they can derive many of the benefits which arise from highly competitive games. However, in the organization of its program, recreation does borrow heavily from the field of major sports, but it is through its expansive opportunity to find avenues through which an individual may find enjoyment and relaxation that it differs from the narrowly defined term "athletics". The school, through its recreational program, can make the student game conscious so that when he leaves school he can make an intelligent choice as to the form of activity in which he can best find enjoyment.

The more pupils there are participating in activities in school, after school and out of school, the more the public, upon whose support the school depends, will look toward the school for an intelligent training for these various kinds of activities. Ping pong, badminton, volleyball, races, games of low, medium and high organization, games of skill, games for the individual, contests for couples or pairs, ball games, target shooting, horseshoe pitching, track and field activities, etc., throughout the whole realm of play, will be the nucleus for building a "game consciousness". Penetrating the nursery and elementary field, such activities as song games, action games, story telling games, tag games, hiding games and countless others with which the field is filled form excellent opportunities by which the school can acquaint the public with the purposes which the physical education program is trying to achieve. The greatest publicity agent which the school has is the pupil.[5] We must never forget that the pupil of today, is the citizen of tomorrow, and the more we can do for the recreation of our pupils so that there will be a definite "carry over" outside of school and in adult life, the more our public relations program is enhanced.

The desire to play is characteristic of every normal individual. The more the school caters to this drive, the easier task it is to convince the taxpaying public that recreation and play are not "fooling", but are a definite part in the development and growth of the child. Recreation and physical activity are as essential to the human body as milk is to the new-born infant. Our best interpretative agent for the physical education program is a pupil who relates to his parents the fine time he had in the physical education period.

An idea which is gaining great prominence of late is the "play day". This is strictly a recreational endeavor on the part of administrators and teachers to provide a wholesome social, moral contact, between masses of pupils from different localities and at the same time provide wholesome exercise. Here again when play assumes large proportions, when masses of people participate, the public press is willing to go along. While it seems that a spectacle must nearly take place before the newspaper will give adequate recognition to a recreational program, editors are being gradually educated to the fact that sporting news, other than major sports, does interest a good number of people. Newspapers are devoting more and more space to minor sport news. Evidence of this can be seen when Spring comes around and the papers publish accounts and print pictures of the mass participation in play days, crowning of the May Queen, etc. Again Janet Owens'[6] article on publicity contributed some very pointed and worthwhile suggestions as to how to make the editor listen. To quote:

> "You have to show the editors. They have to be told. All they know now is records, championships, Olympics, . . . most sports editors today need to be shown that other sorts of athletics are important, and far from drab."

Recreation has been given a tremendous impetus in recent years through the activities of the Federal government. By organizing a most extensive recreational program and providing trained leaders to carry it out, recreation has been set on a high pedestal. Countless communities throughout our land have benefited tremendously in their recreational endeavors. It is safe to say that there is hardly a community in the country which has not been touched by the government in its sincere efforts to promote a sound physical, mental and moral growth as the result of its activities in the field of physical education. This recreation program on the part of the government takes in many other fields besides physical education, although this phase of recreation bulks large in its contribution for a wholesome outlet of physical energy.

The experience in training men for the recent war has convinced the government that the money expended for desirable recreation will return divi-

[5] California Committee Report "Interpreting Our Program to the Public" *Journal of Health and Physical Education*, Vol. 16, January 1945, p. 55ff.

[6] *Op. cit.* p. 482.

dends multiplied many times. The immense play areas and playgrounds which cities supply to carry on the recreation program are indeed monuments to the recreation theories. Parent Teachers Associations who within their organizations contain the kernel for continuous public understanding of the school problems, in many cases develop a recreation program out of their own resources. The physical education department can do nothing better for interpretive purposes than to inculcate a burning desire in the pupils to engage in wholesome recreation so that when the school day is over they will have an inner urge to participate in the program arranged by the recreation leaders.

Health Education

Of the many aims and objectives of physical education, health has run the gauntlet of use and discard. There was a time when one of the aims of physical education was to promote health. In more recent times health as an aim or even an objective was discarded in favor of the more acceptable social aims. It is refreshing to note that there is a return to the idea that health and its connotation, implying strength, is a vital factor concerned with physical education activities. Writing in *Education,* [7] Frederick Rand Rogers reviews the health literature appearing in the official magazine of the profession, *The Journal of Health and Physical Education* since 1934, and he quotes excerpts from four state directors, four city directors, three classroom or gymnasium teachers, four headmasters, principals or superintendents, six college deans or presidents, and eleven university professors, all placing emphasis upon health as an aim or objective of physical education.

The reader may ask just what all this has to do with public relations program. The answer is "everything". We have at our disposal the potential possibilities of driving home the value of physical education to the people of the community through health education in a way that surpasses many of the others discussed in this article. By providing the child with the opportunity to gain and practice healthful living in a healthful environment, giving him health information and providing him with sound health instruction, we are turning out a youth who exemplifies good citizenship in a very fine way.[8] The apostles who carry the ear marks of our efforts are best public relations medium that one could hope to find.

Writing on this subject, the secretary of the Health Section of World Federation of Education Associations [9] says that as children mature they realize that they have acquired a wealth of knowledge to protect and promote their health and that what they don't know they can safely learn by referring to proper sources. The bill for patent medicines annually, according to this same author, is $360,000,000. If this enormous and needless expenditure can be cut by useful health information in the school, what could create a better attitude of the public toward our program?

With the improvement of health examinations in the schools, countless pupils are being encouraged to see their family doctors and dentists to correct curable conditions early in life. Besides it gives them a health consciousness which no power on earth can destroy. What better lesson could the health program put across than to visit the doctor and the dentist regularly? This carryover attitude can be accomplished through a properly organized health program. Anything that we can do to encourage and help the pupil understand how to care for the body will return to us in manifold ways by turning out a healthy citizen.

Pupils carry many of the health lessons learned back to the home. While it is true that health knowledge far exceeds health practice, it is also true that those things which the pupil learns and which he can practice, do have a carry-over. If we can make a happier citizen by inculcating good health habits we have done much to enhance our claim as educators in the eyes of the public. Children, by acquiring health information, subtly bring changes into the home which tend to make the family unit conscious of the health program. Where this is done with acceptance by the parents, we see again that health education has functioned in a desirable way.

By bringing up healthier children and consequently a healthier citizenry, health education contributes in large measure to break down the barriers of curtailment and retrenchment when economic reverses occur. Nevertheless, since health habits must function out of school as well as in school, it is highly desirable that there be cooperation between home and school. Williams [10] points out that it is really parent education which is needed most.

The Parent Teachers Association is an organization which can do much to promote the matter of education in hygiene for the adults. The health of the community and the health of the individual are tied together; there can be no community health without individual health.

In discussing health education, an attempt has been made to point out the effect of individual and community health on public relations. Without a doubt it can be shown that a good health program has a marked influence upon the attitudes and thoughts of the community concerning its claim as a part of the educational process. A statement from Williams [11] is appropos at this point.

[7] Rogers, Frederick Rand, "Physical Educators and Health" *Education* Vol. 57, No. 9, pp. 555-561.

[8] *Ibid.*, p. 561.

[9] Jean, Sally Lucas, "Preparing Future Citizens to Support Public Health Measures", *Education,* Vol. 57, No. 9, pp. 531-533.

[10] Williams, Jesse Fiering, and Brownell, Clifford Lee, *op. cit.*, p. 268.

[11] Ibid., p. 262.

"Knowledge of hygiene is defined in the lives of people—its content is their habits and attitudes, its methods are the routine of daily life, its results are the happier and healthier people of the nation."

Gymnastics

This phase of the physical education program contributes greatly to a better understanding of the field. As used in this article, gymnastics embraces those skills which are acquired by practice on the various kind of gymnasium equipment such as parallels, horse, horizontal bars, rings, etc., and the essential body building exercises, formal and informal, which prepare the body for vigorous work. Some forms of dancing are likewise implied. Gymnastics possess the requisites for a good promotional program. Because of the infinite possibilities in arranging movements and exercises which are desirable for demonstration purposes, they lend themselves admirably to desirable interpretation of the program. Lest there be a misunderstanding at this point, it is not inferred that because gymnastics lend themselves to "exhibition" purposes that this is sufficient justification for their inclusion in the program. There are many desirable character traits developed in preparing for a demonstration and the pupils do get some wholesome exercise. A good demonstration would make use of such exercises, stunts, drills, if you will, and apparatus as have been practiced as part of the course of study. There seems to be adverse comment against putting on things for "show" but perhaps it comes from those individuals who possess little or no creative ability and want something to criticize.

Among the best ways of getting in contact with the public is through demonstrations.[12] With this mode of interpretation masses of pupils can take part and consequently the program reaches a good percentage of the population. Every child who participates is most anxious to have his parents see his growth in physical skill. Children delight in doing things with their bodies, even if it does involve tedious training at times. Persons who have never experienced getting ready for a demonstration conducted by a teacher who is not satisfied with less than the best possible performance, have missed some valuable training in persistence and determination. Half-hearted and half-way performance is not accepted by the teacher who knows his business. There is no reason why every teacher in any subject field should not demand the best.

In a demonstration, there is room for students of all ages, size and ability. It is one activity in which every child can meet with a fair degree of success, and psychologists point out that every person to be happy should have the opportunity to meet with success somewhere along the road. Selections for parts can be made so that the more adept and skillful can do one thing and those not so skillful can find opportunity to do something else. For example: a big awkward boy may not be capable of doing a vault skillfully, but in a pyramid he could serve a useful function as a bottom man. Such a job gives him a feeling of importance which is quite essential to his growth. The fact that a gymnastic program provides for every degree of skill from the dub to the circus performer makes it a very useful device to build up interest in physical education and indirectly to carry to the home a favorable attitude toward physical education. As has been mentioned in another connection, our best advertising medium is the pupil, and if he can see himself grow it doesn't take long before he makes his parents aware of the fact. In an article by C. F. Anderson[13] the first reason given for a physical education demonstration is that of selling the program to the community. Properly organized demonstrations can be made very colorful spectacles especially when done in costume of some kind (mostly inexpensive ones) and under modern lighting arrangements, an easy matter since most schools with dramatic departments have the available equipment. With the addition of music, it is possible to portray to the public in groupings and arrangements of body skills and body movements the general type of work presented in school, and with the professional touch of costume and lighting a most vivid impression can be left with the public concerning the value of physical education. Such programs can be tied up further by securing the help of the home economics, the music and the dramatic departments, thus extending the scope of its influence beyond the immediate horizon. Gymnastics are so rich in possibilities for demonstrations which appeal to the public that failure to use this medium to publicize the program is allowing a valuable opportunity to slip by. Boys and girls love to do things with their bodies, and the public is more than anxious to patronize a demonstration; it should be used by all means. (For those who do not know, there is much more work connected with getting it ready than appears on the surface; however, it is well worth while.) For the girls, various forms of dancing may be substituted for the more vigorous work of the boys, and this, too, meets a favorable response from the public.

The program can be further interpreted by means of apparatus competitive meets arranged between schools or contestants comprising a whole district or even a state, as in the case in Pennsylvania. Competitive gymnastic meets offer a source of entertainment and also an appreciation of the fine training which this type of program provides for the pupil. There is nothing more thrilling than to watch a trained gymnast perform intricate exercises on the apparatus or difficult tumbling feats. This is a medium of promotion which should be encouraged.

[12] Gray, Miriam, *Physical Education Demonstration*, A. S. Barnes and Company, New York, N. Y., 1947.

[13] Anderson, C. F., "Practical Hints on Demonstrations", *Journal of Health and Physical Education*, Vol. 7, 1936, pp. 156ff.

(Continued on Page 17)

GOOD POSTURE — Its Advantages and Its Attainment

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In spite of emphasis on good posture over the years we see few people who practice it. In the majority of cases poor postural habits have caused development of conditions which interfere with maintenance of correct body alignment comfortably. Having the chest posterior to the center of gravity may cause or be caused by short hamstrings, tight calves and poor muscle tone, especially of the abdominal muscles and gluteus maximus. It is useless to emphasize good posture until these handicaps have been corrected.

First let us consider the posture when the chest is posterior to the center of gravity. The person is back on his heels, the feet point outward, the knees are hyperextended, the abdominals are relaxed with a tendency towards a pendulous abdomen, the chest is posterior to the abdomen and, in order to balance the weight, the head is carried forward. Proper alignment is necessary before individual defects can be corrected. If this is done before a mirror it is much more effective. Alignment of the body will be reviewed briefly. The feet should be in a straight line or slightly turned in with weight on the outer borders. The knees must be slightly flexed or the abdominals and gluteals cannot be correctly contracted. The abdominals are pulled in and the gluteus maximus contracted. The chin is brought in, the head held up and back. Then the body is carried anteriorly from the ankles until the chest is anterior to the abdomen. This position is maintained while standing and walking.

Probably business and professional men are the greatest offenders in respect to the correct center of gravity but it is difficult to find one who really followed the prescribed exercises who failed to be convinced of its value. Possibly the fact that, in addition to the disappearance of his symptoms of discomfort, he found it possible in a short while to pull in his belt from one to three holes had something to do with this.

Short hamstrings and tight calves occur often. With the pelvis anchored by sitting well back in a straight chair, it should be possible to bring the lower leg up level with the thigh. Many persons can bring the lower leg only part way up. Short hamstrings give a "check rein" gait when walking or cause low back pain. Consideration of the origin of the hamstrings at the ischial tuberosity will explain this. With every step there is a pull at the origin causing the pelvis to be tilted forward. This in turn strains the various ligaments and muscles supporting the lumbo-sacral junction and the sacro-iliac joints. No person with tight hamstrings should attempt to bend over, with the knees straight, and touch the floor as a strained back is an almost certain result.

Contracture of the gastrocnemius results in a short calf. Normal dorsiflexion of the foot is twenty degrees beyond a right angle and less than this will affect the posture. Some of the defects seen include walking on the toes, or with the foot in marked eversion and pronation in the attempt to get the heel down.

Prolonged sitting, especially with the feet wrapped around the chair legs, will cause contractures of the hamstrings and calves. In children there is often a history of an illness of three to six weeks. Habitually sitting in too high a chair allows the feet to drop with a resulting shortening of the calves.

The hamstrings may be lengthened by having the person sit in a straight chair, with the buttocks well back and back arched. Then with the toes turned in, the legs are straightened alternately ten times each at six or eight intervals a day. Care must be taken that the pelvis doesn't move or the thigh lift from the chair. When the hamstrings are very short, it may be necessary for some one to assist in the lengthening by placing one hand on top of the lower part of the thigh and giving a good steady pull upward with the other hand which is placed beneath the lower leg just above the ankle. The calves are stretched most easily by taking advantage of the body weight. Standing with the toes well turned in and facing a door or wall, the hands are placed on it, at shoulder level, and the body bent forward at the ankles until the forehead touches the wall. The knees must be kept straight, the abdominals taut and the heels on the floor. If this exercise is done correctly the pull is felt only in the calves. To be effective it should be done ten times about four times a day.

Poor muscle tone of the abdominals and of the gluteus maximus affects posture to a greater degree than is realized. When the abdominal muscles are relaxed the abdominal organs are not held in place and the resulting pull on the lower spine increases the normal lumbar curve. The abdominal muscles hold the pelvis in correct position so that relaxation of these muscles allow the pelvis to tilt back-

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A Presentation of Some Chemistry Units Helpful To The Teacher of Health Education

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There are many basic units in chemistry and its allied sciences that are essential for a proper understanding of the concepts underlying health education. It is the purpose of this article to show some of these units and to point out their relationship. It is not within the scope of this article to define the term unit or to react to its many ramifications. For a complete study of this subject the reader is referred to the work of Burton.[1] However, as a starting point in the material let us determine a unit as a complete statement concerning some factual material. From this statement we may draw numerous related or evolved facts, attitudes, or appreciations depending upon the background and vision of both teacher and learner.

Chemistry is one of the natural sciences which has as its objective the study of matter and its changes. From this definiton alone we see the importance of chemistry as a background subject for the study of health education. We must point out at this time that there is no sharp line of demarcation among the sciences. Man has classified and cataloged them so that we may investigate them in a more orderly fashion. The science of health as we know it today is based upon the natural sciences. There are many overlapping fields in the area of science: biochemistry, biology, physiology, and physics, to mention a few.

The following outline of chemical units is not meant in either order or completeness to be a complete outline for background material in health education. It is included merely to show some of the more popular units which have more or less direct carry-over to health education.

[1] Burton, W. H. *The Guidance of Learning Activities.* D. Appleton-Century Co., New York, 1944. pp. 244-263.

Unit One. In scientific terminology the meaning of a term must be known exactly.

Objective 1. Whenever possible define words in terms of reproducible experimental operations and observations.

Objective 2. The word must carry its meaning not in terms of theories or assumptions, but in terms of facts or laws.

Both the units and its objectives are directly transferable to health education where scientific terminology makes up a large section of the basic material.

Unit Two. The composition of matter is closely related to the concepts of *element, compound, electron, proton* and *molecule.*

Objective 1. Simple substances which are not ordinarily decomposed are known as elements.

Objective 2. A compound is a combination of two or more simple substances.

Objective 3. An electron is a negative charge found in the orbit of an atom.

Objective 4. Protons are positive charges found in the nucleus of an atom.

Objective 5. A molecule is a combination of two or more elements in a definite proportion by weight.

With the two units above in mind let us investigate some of the units in health education in which these concepts are essential.

Unit Three. The cell as a building-block of all living material is made up of elements and compounds.

Objective 1. The liquid within the cell is made up of a solution of many elements dissolved in water.

Objective 2. The composition of protoplasm is a mixture of compounds, organic and inorganic.

Analyzing the above unit and its objectives the reader will notice the close relationship between it and the units in chemistry already described. Before a clear-cut concept of the composition of protoplasm can be given, the teacher must have definitely in his own thinking the electron theory and the elements of atomic and molecular structure. The elementary knowledge as to the distinction between organic and inorganic compounds is necessary in any discussion of protoplasm and its relationship to life. In addition to giving a clear picture of the material at hand, a background in some fundamental chemistry units will enable the teacher to develop units and objectives that have meaning, interest, and opportunities for meaningful activities and experiences.

There are many chemistry units which have a high transfer value to the organization and vitalization of health education. For example one is the concept of a solution. A unit based upon this idea may be developed in the following manner:

Unit Four. Many of the most interesting and important phenomena of nature are directly concerned with solutions.

Objective 1. Solutions are distinct from mechanical mixtures.

Objective 2. Solutions are responsible for the distribution of food and raw material in plants and animals.

In the unit just given above and its objectives there is a large amount of chemistry material having direct use in the developing of health knowledge, experience, attitudes, and activity. In the statement of the unit we need to give examples of solutions. If we develop the unit from the standpoint of digestion, our steps would be aligned somewhat in the following manner:

Unit Five. Solutions and their concentration have profound importance in the digestion and solubility of foods.

Objective 1. The relationship between solubility and the process of taking food into the blood.

Objective 2. The distinction between a mechanical mixture and a true solution.

Objective 3. The method through which solutions are responsible for the distribution of raw materials; i.e. food in man.

Objective 4. The importance of concentration in the process of solution.

The outline of factual material given will enable the teacher to vitalize his guidance of learning activities. The learner will have opportunities to share in experiences which will set the stage for definite learning.

Far more subject matter is needed when the teacher attempts to make the material purposeful for the pupil. When procedure of learning is made orderly to the pupil, broader knowledge is required of the teacher. He needs a wider grasp of subject matter, and he must be able to understand and develop the relationships between the various objectives within the unit.

The close relationship between selected units in chemistry and their value in health education has thus far in the article barely been indicated. Many questions from teachers in health education recur whenever there is a discussion of the improvement of teaching techniques. What are the background sciences to be used? How are we to choose the particular units and objectives? Will this approach make health education more purposeful and interesting to the learner? So on through many other related questions. If the reader will apply the following criteria he will find a means of selection of subject matter units which will improve the relationship of the sciences to health education. These questions may serve as guide-posts for the selection of subject-matter units:

1. How does the material show that the teacher has a mastery of the subject matter to be included in the unit?
2. How does the material show that the teacher has a knowledge of the relationship of the important materials which might not easily be discerned in developing the unit?
3. How does the organization of the material show that the teacher has coordinated the material with the course of study and with the needs of the pupil for healthful living?
4. Are the materials scientifically reliable and the sources authentic?

Answers to these questions will develop a working plan for setting up health units with background material based upon science. This plan will guage the material to the interest and needs of the pupils.

The First Step. This step can be called *general Planning.* Survey a grade-level source in chemistry and extract the chemistry units which can be of background value during the semester. List all the units and write out a number of objectives evolving from them.

The Second Step. Relate the units and objectives extracted from the chemistry source to the subject matter material in the health education course.

The Third Step. Make a study of the class personnel in terms of needs, abilities, and interests. Make an estimate as to the amount of previous experience the class members have in this field.

The Fourth Step. Make a general study of the community and its environs so that the units and objectives may be adapted to individual needs and experiences.

The Fifth Step. Make a revised list of the total units and objectives in sequence, working out activities and experiences for each unit.

If these steps are followed, the teacher will find that he is working along principles which will build better health units by drawing directly from other sources. However these units must be constructed by the individual teacher who is to use them. In following the recommended procedure, teaching will move away from the textbook method of instruction in which the teacher sits at the front of the class with his book open and the pupils sit before him with their books closed. This type of instruction in health education has created many instructional problems. Its shortcomings are obvious; improvement lies in the proper relating of science sources to the units in health instruction. A carefully-prepared set of units should contain a wealth of information in subject matter, learning activities, and teaching aids. In using this method of relating health instruction to its background in the natural sciences the teacher will do away with senseless repetition and will inject new life into the teaching-learning situation for both the pupil and himself.

ENDURANCE

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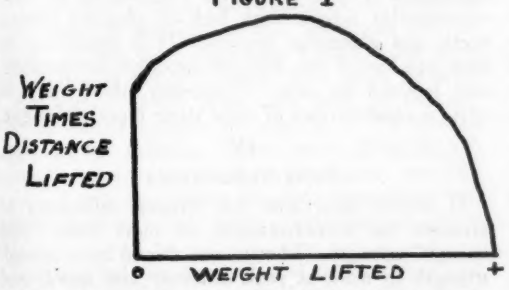
In the formulation of tests of endurance, there seems to be a rather wide-spread confusion as to just what is to be measured. It might be helpful to prospective testers to analyze theoretically some of the important factors in endurance.

I

Factors In Muscular and Circulo-Respiratory Endurance

Strength Relative to the Weight or Load Carried. This factor is complicated by the next one, which makes for differences in recovery time. The importance of the relationship of strength to muscular endurance may be illustrated as follows: Let us assume that two men of the same age, weight, and height recline on their backs and press toward the ceiling a barbell of maximum weight. Let us further assume that "A" can press a maximum weight of 150 pounds, "B" can press. a maximum weight of only 100 pounds, and each can press his maximum weight only once. Now let us assume that each presses a weight of 75 pounds. "A" will probably be able to press it about 20 to 25 times, and "B" not over 6 or 7 times. The difference is probably due to the fact that "A" uses a smaller proportion of his motor units for each press than does "B" and has, therefore, more freedom to alternate these units and rest them. Hence, other things being equal, "B" fatigues more quickly than

Figure 1



"A" and reaehes earlier than "A" the point where he can no longer press the weight.

The strength factor is further complicated by the commonly known phenomenon illustrated by the usual physiological laboratory experiment, and which can be illustrated by Figure 1. This figure represents the total amount of work done by the intact gastrocnemius muscle of the frog under electrical stimulation. The height of the contraction (ordinate) represents the weight lifted times the height to which it is lifted. At the left the weight was very light and as the curve moves to the right (abscissa) the weight was increased until the muscle could no longer lift it. It will be noted that there is a point of maximum efficiency of the muscle, and that it gets much less efficient as the weight is increased. In the human muscle working under voluntary stimulation, the decrease to the left would not be noted, as in submaximal loads only a relative proportion of the motor units would be stimulated. According to the phenomenon illustrated in Figure 1, however, one works more efficiently when not approaching too closely the maximum load.

Muscular Recovery Power. This phenomenon of relatively quick recovery, or, conversely, slowness to fatigue, is due largely to the increase in number of functioning capillaries. It was long ago demonstrated that in the sedentary person many of the capillaries are non-functioning, and when training hard these capillaries gradually begin to function to the point where there may be several hundred per cent as many capillaries in action as during sedentary life. It has been found that, in the guinea pig at least, as many as 50 per cent of new capillaries proliferated in the muscle as a result of training, but are resorbed when training is discontinued.

This phenomenon of increased blood supply is what is behind the differences in what we ordinarily speak of as white meat and dark, for example, the difference between the breast of a chicken and that of the wild duck. In one there is no training, and in the other one there is.

This muscular recovery power is probably also associated with adaptive changes in the chemistry of the muscle. In the development of this muscular recovery power, it should be pointed out that this is also affected by the first factor of strength. Thus the capillary supply and chemical condition of the muscle being equal in the two men, the stronger one will have the more endurance.

Circulo-Respiratory Endurance. This is the type of endurance we usually associate with "wind" and is seen in the distance runner, the quarter mile swimmer, etc. It would seem to be a function of the following:

a. Strength and muscular recovery power of the muscles concerned (for example, those associated with moving the legs in running); and,

b. The strength and muscular recovery power of the heart muscle. The heart muscle will develop both strength and additional circulatory supply during training just as do the muscles of the body generally. The hypertrophied heart is simply a stronger heart that has developed a greater cross section of muscle and if trained for endurance will also develop the additional capillary supply.

c. Increased efficiency of the lungs. It has long been known that training results in an increase of about 20% in the ability of the lungs to transmit oxygen and carbondioxide. There is some indication that this may be due in part to the fact that the lung alveoli may develop "partitions" to give a greater surface area within the alveoli, which would enable a greater absorption of oxygen from the inspired air.

d. A better sympathetic adjustment (see below).

These three factors of strength, muscular recovery power, and heart and lung efficiencies, are, as we have noted above, interdependent. It takes a combination of the first two to produce muscular endurance and the combination of all three to give circulo-respiratory endurance. The failure of factors 1 and 2 account for failure of performance in most exercises of the acute type, such as sprint running, gymnastics, chinning, dipping, etc. If the muscles are in excellent condition, it is the third factor that accounts for failure in the longer drawn out activities such as running the mile, swimming the quarter mile, etc.

II

Factors Other Than Those Of Muscle, Heart, and Lungs

Adaption of the Sympathetic Nervous System. One only has to note the effects on performance of chronic loss of sleep or of strenuous exercise indulged in immediately after getting out of bed, particularly when one has been awakened suddenly and starts exercising at once. The usual result is a relative lack of strength and endurance and a tendency to nausea if the individual exercises as strenuously as he might do later in the morning or in the afternoon. This is probably due to lack of circulatory responses to sympathetic stimulation.

Glandular Effects. It is well known that there are individual differences in the output of the glands. While objective evidence is lacking, it is probable that this varies on a normal curve as do so many physiological functions. To illustrate, the output of the thyroid gland varies from extremely hyperthyroid to extremely hypothyroid, but the vast majority of people are average or normal. The same is probably true of the output of most of the other glands. Steinhaus has shown (unpublished study) the effect of injection of testosterone on the manifestation of strength, and common experience shows the greater amount of strength and endurance that one has when interested and excited in competition, as contrasted with what he can produce when bored, uninterested, but feeling that he must exercise for duty's sake. The probability is that these first two factors are related.

The Effect of Intense Effort. This is probably also related to sympathetic and glandular conditions, and is possibly also related to the intensity of the nervous stimulus. Some weight lifters, for example, do very much better when having to beat someone who has already surpassed said competitor's past record. They are said to be "good competitors."

Skill in an activity results in less effort being required to produce the same result. The individual avoids interference of antagonistic and other non-relevant muscles.

III

Types Of Fatigue To Which Resistence (Endurance) May Be Developed

A consideration of these may help in understanding the problem and in considering the needs for the developing of different kinds of tests.

Acute Local or Muscular Fatigue. This is illustrated by the effects of chinning, push-ups, work on the flying rings (effect on arm endurance), sprint running, etc. This is the type of fatigue associated with strength and muscular endurance as discussed under I: 1 and 2. This type of fatigue is very prominent in much of our physical education work.

Acute Circulo-Respiratory Endurance. This type of endurance is associated with such things as middle and long distance running, 220 yards and quarter mile swimming, etc. This type of fatigue would be associated with all three of the kinds of endurance discussed under I.

General Fatigue. This is the type of fatigue that one experiences from too much dosage over a fairly long period of time, but where the local fatigue or circulo-respiratory fatigue is not too prominent. For example, this is the type of endurance required to do a hard day's work on the farm where the individual who is muscularly soft does not "tire out," but becomes "all in" and becomes a bit nauseated. This is probably a combination of local or muscular fatigue with lack of adaptive sympathetic and glandular response. It is intensified by heat and loss of salt through excessive perspiration, and lessened by cold. Frequently, there may be various combinations of these three types of fatigue.

IV

Some Suggestions

It would seem wise for physical educators to promote the development of more than "just enough" strength. That is, one should have enough strength to work at peak efficiency and speed, and not to be working at a lowered efficiency level (See Figure 1).

It would seem wise to work persistently for muscular endurance of the parts involved. To do this, it is necessary to work under an "overload" for increasing lengths of time. Both of these first two types of development may frequently be increased by working at higher speeds. For example, the mile runner should do considerable running from distances of 300 yards to 660 yards at high speed. It has been found that men who do a good deal of work on the flying rings, where they fre-

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BOWLING—A Major Interest Sport in Cincinnati Schools

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Bowling used to live on the "wrong side of the tracks" as far as many respectable people were concerned. This is no criticism of the game but of the environment in which it was played. Bowling alleys for the most part were adjuncts to saloons, usually built on in the rear as a sort of after thought, where drinks might be freely served in a smoke filled atmosphere. The "beer frame" was common. In fact, a "double," "turkey," or "clean shirt" called for another round of amber fluid. It was this kind of environment that delayed the growth of bowling.

Bowling at pins was first introduced to what is now the United States by the Dutch. The first actual mention of the pin game was made by Washington Irving (about 1818) in *"Rip Van Winkle"* and even here the contents of the keg figured prominently in the picture. Prior to 1895, bowling alleys were frequented principally by hustlers, touts, hangers-on, cheap gamblers, and disreputable individuals. The situation was such as to disgust business, professional, and decent working-men who enjoyed bowling.

Today, however, it has moved over with the elite and has become one of the most popular leisure-time activities of men and women in all walks of life. Modern bowling palaces are clean and inviting. In fact, air conditioning has made for regular bowling in the hot summer time when formerly it was either candle pins, duck pins, or nothing. The estimated number of bowlers in the United States is ten million. They spend $500,000,000 annually in pursuit of their favorite sport. Bowling is topped only by angling, firearms, motor boat and golf in America's four billion dollar annual sports bill.

Bowling has the distinction of being at one and the same time an amusement, a recreation and a mild form of physical exercise. The tyro secures as much bodily benefit as does the expert, and often times more, when one considers the "body english" and other wild gestures when a spare or strike are made. It offers a challenge to the player as well as presenting a sociable atmosphere. It is such an objective game that there can never be any reason for argument so one must really learn to "take it" when the breaks are against him. There is no official to blame—just you and Lady Luck.

The desire to throw or roll at an object is an innate urge. Any parent knows that children can be very troublesome and vexacious. Teachers too who have scores of children about them all day long find that at times they become quite irritated and exasperated. Since corporal punishment has been frowned upon in recent years, the Schoolmen sought a new outlet for their emotions. "Why not take it out on the maples," said one. "That's an idea," said another. And so the School masters' Bowling League was born in Cincinnati in September, 1930.

Sportsmanship and goodfellowship are the foundations upon which the League is built. Twenty cents per week pays all expenses including the secretary's salary, mimeographing and mailing, foul judge, A.B.C. sanction, banquet at the end of the season, and prizes for the winning teams and individuals. Awards are made for high averages, for improvement from year to year and to the members of three high teams in each of the leagues, major and minor. Sixty per cent of the difference in pins between two teams bowling goes to the weaker team as an aid in keeping the competition more equal and the race tight. The final outcome is hardly ever determined until the last day of bowling and the handicap system is largely responsible for this situation. Inter-league funfests have been arranged annually with the women teachers and the University of Cincinnati professors. During the past two years, five teams bowled against a like number of Cleveland teachers at Columbus, Ohio, and a similar meeting is being planned this year.

The Schoolmasters' League has grown from ten teams in 1930 to twenty-four in 1946. Each team carries five regular bowlers and two or three substitutes. The superintendent, the engineer, the teacher, the principal, and the supervisor bowl side by side without thought of rank or position. The game offers a splendid outlet for nervous energy and pent-up emotions. Youngsters of twenty-three and oldsters of eighty who have retired from teaching enjoy the game equally well and very few would miss a Friday afternoon session. Games were even bowled on "Black Friday" during the flood of 1937, so enthusiastic are the men for this activity. Most of the schoolmen had never touched a bowling ball before joining the league. Newcomers are always welcome and the handicap system enables them to experience the satisfaction of winning games even when their averages may be

less than 120. As a matter of fact, the average during the first year was 138. It is now approaching 160.

W. K. Streit,* Director of Physical Education, and organizer of the league, served as secretary for the first seven years. Since then he has been succeeded by Jacob Hock, Glenn Wise and James Patia* in that office. The first president was C. L. Miller, principal of Garfield School. Other presidents are Walter Peoples of Withrow High School, Alfred Scheuermann of North Fairmount School, Rudolph Jacobs of Carson School, Maurice Crotty* of Madisonville School, Herbert Flessa of Rothenberg School, William Vogel, Art Director, Henry Schroeder of Winton Place School, Ray Kuns of Automotive, James Andrews of Oyler, James Patia* of Washburn, Roy Cahall of Central Vocational, John Heidtner of Washington, Howard Kellum of Bloom, Herbert Schirmer of Withrow, W. K. Streit, Central Office; Earl Vornheder, assistant principal of Winton Place School, and Glenn Wise, assistant principal of Washington School.

The high individual average have been:

Year	*Name*	*Average*
1930-31	Walter Peoples	184
1931-32	Walter Peoples	183
1932-33	Walter Peoples	186
1933-34	Alfred Scheuermann	184
1934-35	Maurice Crotty*	188
1935-36	Harry Schuster	184
1936-37	Alfred Scheuermann	187
1937-38	Alfred Scheuermann	180
1938-39	Alfred Scheuermann	183
1939-40	Alfred Scheuermann	184
1940-41	Rudolph Memmel*	187
1941-42	Rudolph Memmel*	187
1942-43	Maurice Crotty*	184
1943-44	Frank Kintzel	176
1944-45	Maurice Crotty*	186
1945-46	Maurice Crotty*	176
1946-47	Rudolph Memmel*	183

The Women Teachers' Bowling League was organized on November 4, 1931, at the old Mergard's Peebles Corner Alleys. At the time of its organization, membership was limited to teachers actively engaged in teaching. Today the league accepts all women who are employed by the Cincinnati Public School System and includes substitutes, teachers on leave of absence for two years or less, and retired teachers.

In its first season, there were ten teams and the membership represented twenty schools. Interest in bowling has continued to grow until today the league constitutes one of the largest circuits of women bowlers in the greater Cincinnati area. Last year, the league concluded its fifteenth season with a membership of 104 teachers representing forty schools and comprising 26 teams. Because of the large number of teams desiring to participate in the league, it has been necessary to bowl at two separate establishments for the past few years.

Among the teachers who continue to bowl season after season are Marie Straud, Irma Myers and Kate C. Herman now in retirement from the professional staff. The league takes particular pride in these three bowlers because their participation attests to the genuine interest and lasting fellowship made possible by bowling and the organization which sponsors the activity.

Hannah Fillmore, supervising teacher of Physical Education, served as President of the league for three years. She was followed by the following people:

Helen Walters, Western Hills High School.
Myrtle Geis, Madisonville.
Mildred Graham, Whittier.
Theresa Holland of College Hill.
Ethel McDonough, Windsor.
Anna Fitzgerald, Schiel.
Elizabeth Beiser, Washington.
Helen Budke, Oyler.
Helen Cummings, Condon.
Callie Trinkle, Cheviot.
Freida Pfaff, Oyler.
Muriel McFarlan, Oakley.
Ruth Strobach, Condon.
Martha Leeds, Central Office.

Bowling advisors have been W. K. Streit, Helen S. Edger, and Olive Ewan. Officers are elected and prizes for the year awarded at the annual banquet. Women bowlers also enjoy an informal get-together at mid-season.

Pupils in the schools have also become interested in bowling. In many of the high school classes pupils whose activity is restricted, are given an opportunity to "bowl" at Indian clubs set up in the familiar triangle, using a volley or soccer ball instead of the ebonite. They are also taught to score the game. Interest is also increasing in the after-school intramural leagues which are organized by the boys' and girls' physical education departments in all high schools. Representative teams now participate in an inter-school schedule. When the problems of supervision, instruction and cost are solved, bowling will become a very popular and worth-while high school sport.

Information regarding the American Junior Bowling Congress which has grown rapidly in size and influence may be secured by writing Milton Raymar, Secretary, 10417 S. Campbell Ave. Chicago 43, Illinois.

* Member of Phi Epsilon Kappa.

Industry Aids Baseball's Fastest Growing Program

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How would you like a baseball squad of over one million boys?

Imagine the task of supplying uniforms, bats, balls, catcher's equipment, and transportation for such a squad. Also consider the organization needed to provide baseball diamonds, schedules, rules, tournaments, and supervision.

Believe it or not, most of the above problems have been solved and are in smooth working order. How long has this gigantic program been in existence? Well, let's go back to the days when Babe Ruth was breaking all home run records and the Yankees were the scourge of the baseball world. Out in a little town in South Dakota, Frank McCormick, now Director of Athletics at Minnesota, conceived the idea which gave birth to this huge baseball program. McCormick, with the American Legion, organized a statewide baseball league which was so popular that it eventually was to become the granddaddy of this nationwide program.

About this same time, two of our all-time great athletic figures, through separate research, arrived at conclusions which were very astounding yet most disheartening about the condition of our great American game. Major Griffith, former commissioner of the Big Ten, on making a study of the sale of sporting goods, discovered a marked decrease in the sale of baseball equipment. This meant but one thing, a decline in baseball participation. Judge Landis, then Baseball Commissioner, simultaneously discovered that the caliber of play in the major leagues was falling. This the Judge attributed to the decline of baseball as played in the minor leagues which was, in turn, caused by the lack of good fundamentals taught to our 'teen age boys.

Thus you can readily see that the time was ripe for someone to institute a well organized baseball program on a nationwide scale to give baseball a much needed "shot in the arm".

So it was a stroke of luck that Dan Sowers, nationally prominent legionnaire, had observed McCormick's program in South Dakota and decided that this was exactly the type of activity that the American Legion needed to get across its ideals and principles of Americanism to the youth of America. With the approval of the National Americanism Commission, Dan Sowers immediately contacted Judge Landis and presented his plan. The Judge having just discovered an urgent need for this type of program, contacted the heads of the American and National Leagues and with their blessings the major leagues underwrote the expense of establishing this activity and American Legion Junior Baseball was born.

From 1926-43 this program met and solved many problems and experienced much success. However, in addition to suffering from "growing pains", World War II created a new and very serious situation. With many of the members in the service, the individual Legion posts found themselves with a lack of manpower and in poor financial condition. At this time James F. O'Neil, now National Commander, who had been a loyal and hard working member of the Americanism Commission, realized that the program was in need of a partner to aid it on a nationwide scale. In looking around for a partner Commander O'Neil remembered an old friend who had aided them on many occasions and who had an inexhaustible desire to help the youth of this country. This man was Henry Ford. When the Legion presented this program to him, they were immediately assured that the Ford Motor Company would assist them in promoting this activity.

The Ford Motor Company, as their first gesture, presented the American Legion with a National plaque and state awards to be given the winners of each year's tournament. In addition to this original assistance, Ford also organized the aid of the Ford and Lincoln-Mercury dealers who since 1943 have continually increased their support. An indication of this may be shown in the fact that in 1944 some 250 dealers backed teams; in 1945 some 1200 teams were supported; in 1946, 2200; and this year over 5000 teams were backed by these dealers. The company this year has also increased its tempo of participation by providing several excellent promotional items which are now available in all states.

First of all they have an excellent baseball training film entitled "Play Ball, Son". This is a 20 minute sound movie using 14 year old boys to demonstrate fundamentals and to show the proper ways of playing the various positions. As a companion piece to this movie, they have a 64 page booklet of the same title. Joe Cronin says that "This is the best technical book on baseball ever written for boys".

In addition to this, they have secured the kids idol, Babe Ruth, as their consultant to this program. Ford Motor Company was very fortunate to secure the services of the great Bambino and his popularity is greater than ever. In an attempt to create more interest and enthusiasm in kid baseball, they staged a Babe Ruth Day in some 15 cities. In all of these cities the Babe talked on the radio, to the press, and in person expounding on the values

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Personal Qualifications of a Good Athlete

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In this modern era of highly competitive and specialized program of interscholastic athletics, it is not uncommon for physical educators, athletic coaches, parents, and even contestants themselves to attempt to determine the qualifications necessary for success in various forms of athletic competition.

At the outset it must be recognized that common agreement is not apparent even among those most vitally interested and concerned in the field of interscholastic sports as to the important qualifications of a good athlete. However, in the opinion of the writer there does appear to be several basic elements which are highly important and contributory to success in interscholastic athletics. These basic factors may be grouped into three major categories.

Competitive Spirit

The constant desire for athletic competition is perhaps the most important qualification. *The Good Athlete Loves To Compete.* Interest and incentive in some form of athletic sport, although highly desirable and necessary, are not in themselves sufficient. Many of us can cite illustrations of high school boys whose interest has provided the starting point for outstanding success in athletic achievement. In many instances interest in athletic competition is apparent in the early years of development of the boy while attending elementary school, summer playgrounds, summer camps, or during informal get-togethers during vacation and holiday periods. From these experiences the boy may develop a real competitive nature. On the other hand many boys reach the high school level before developing a real competitive spirit.

Regardless of the time this competitive spirit developed, the method of development, or the various age levels when competitive spirit in athletics is shown, the good athlete, in the final analysis, is a true competitor in every sense of the word.

Health Fitness

Health fitness is concerned with two important phases, the physical and the mental.

a. Physically the good athlete is free from physical defects, infections, and injuries. He has in the course of his education learned the importance of maintaining vigorous health through systematically and conscientiously practicing good health procedures. This means that he watches his diet, gets sufficient rest and exercise, and is willing to give up any injurious practices that will reduce his effectiveness as an athletic competitor.

Likewise, through his growth and development he has acquired physical and organic power, strength, speed, and endurance. The degree to which these important factors have developed will vary in accordance with the heredity and the environment of the individual.

For example, many boys of small physical stature and size possess an enormous amount of speed and endurance and have through these factors proved themselves to be fine athletes. Likewise, the reverse of this situation is also true. Ideally, however, the good athlete possesses all of these qualities in varying degrees.

b. The mental phase of health fitness is equally important. At the outset the good athlete must be highly intelligent. Contrary to most beliefs the modern athlete is not stupid. The very nature of our highly organized interscholastic sports demands alertness, adaptability, and resourcefulness. Aggressiveness, cooperativeness, courage, dependability and willingness to sacrifice for individual and team success, along with many other fine character traits, are usually exemplified by the good athlete.

Physical Coordination

Excellent physical coordination provides the third important qualification of the good athlete. In kicking or passing a football, serving in tennis, swimming the back stroke, or running the half mile in track, bodily skills must be acquired to enable the athlete to perform at maximum efficiency. Through his natural ability or constant practice under adult supervision, the athlete has developed the necessary skills to achieve success in some form of athletic endeavor. Often an individual possesses a high degree of neuro-muscular coordination that enables him to acquire athletic skills easily and quickly. In other cases these same athletic skills are obtained only through constant effort and long hours of practice.

Good teaching or athletic coaching enables the high school boy to more readily achieve athletic success. Through constant inspiration and guidance, explanation, instruction and suggestions, repetition and drill, the athletic participant learns the fundamental skills which are so important to real success in any athletic sport.

In conclusion, the three major areas outlined above, that appear to be the essential qualifications of a good athlete, do not always appear to be "balanced" in equal proportions in high school boys. Many athletes whose physical coordination and health fitness are below the normal standards of boys of their age and development, have possessed a flaming competitive spirit that has made them good athletes in spite of their physical handicaps. Similarly high school boys having exceptional muscular

coordination and vigorous health fitness may not possess the same desire for athletic competition as their associates. In either case, many illustrations could be listed where deficiencies in any one of these factors have been compensated for by a greater degree of efficiency in the other qualifications. The normal and industrious high school boy possessing a true competitive spirit, health fitness and good physical coordination has in my opinion excellent personal qualifications of a good athlete.

GYMNASTIC OBSTACLES

GEORGE SZYPULA
Assistant Professor in Physical Education and Gymnastics Coach
Michigan State College

I shall concern myself in this article with those people who participate in gymnastics. This activity has gained much in popularity through demonstrations and by being put on display as a varsity and intramural sport. But, unfortunately, the efforts to place gymnastics in a favorable light in the eyes of the participant have been weak. Why is this so? This question might be answered if we observed the teaching that goes on. We might find that a great many of the instructors are unqualified to teach in this field. Before I go any farther I should like to say that to qualify for this position a man need not be a champion, although it is desirable. However, it is not unreasonable to ask that an instructor in gymnastics be able to perform skillfully all apparatus fundamentals as well as to know the principles underlying the performance of these skills. It is a known fact that nearly all advanced apparatus work is but a modification of the elementary skills. We also know that there is a definite relationship between each piece of apparatus. Accepting these two statements as being true, we may conclude that if a man is capable of performing fundamentals expertly and is able to teach them with a regard to proper principles, he should be able to teach advanced gymnastics through the modification of his previous knowledge and skill.

The other extreme is with the men who have the background to enable them to be capable teachers, but who defeat their purpose with a caustic outlook. They may sit back uninterested, daring their students to learn, deriding their unsuccessful efforts. Another mistake on their part is in not following a progressive educational program. By progressive I mean a program that introduces elementary skills to the beginner succeeding these by more advanced skills commensurate with the average ability of the group. All of us realize that a successful attempt motivates the individual to continued effort. Unfortunately, a great many of us do not put these principles into practice. There is a skill on each apparatus which nearly everyone can master. Therefore, why not let the learner meet with success at the outset. Failure in the early stages of learning may cause him to abandon the program, if it is elective, or he may grudgingly plod along gradually developing a marked dislike for gymnastics.

Another item which has caused the program to be viewed with disfavor has been an excessive amount of injuries. It is true that in an activity of this nature injuries result. However, they may be minimized if proper precautions are taken. Injuries resulting from faulty equipment and negligence on the part of the instructor or his students are inexcusable. Faulty equipment should be replaced. Vigilance and alertness on the part of those directing as well as on the part of those participating in the program can do much toward minimizing the injury rate.

In conclusion, I would like to offer these suggestions:

1. Make certain that the students progress from stunt to stunt according to the limit of their ability.
2. Demand mastery in elemental work before introducing advanced work.
3. Make certain that students are prepared for advanced work both physically (they have the strength and have mastered the fundamental skills) and mentally (they have met with success and have faith in their own ability as well as faith in their instructor and his teaching ability) before introducing it.
4. If we are to overcome these obstacles which are hindering the progress of gymnastics, both as physical education activity and a sport, we must provide the participants with more competent instruction.

GOOD POSTURE

(Continued from Page 6)

ward. The sacrum becomes more horizontal and the weight of the upper trunk will be placed unevenly on the lumbo-sacral junction. This shearing action will aggravate any tendency to arthritis.

Stabilization of the lower back is dependent upon the gluteus maximus, so poor tone in the glutei means lack of proper support, at the lumbo-sacral junction and especially the sacro-iliac joints. A person who complains of pain in the lower back on arising from a chair or from a bed will usually find the discomfort does not occur if the glutei are contracted immediately on assuming the upright position. A simple exercise to improve muscle tone is abdominal retraction, or pulling in the abdominal wall, followed immediately by gluteal retraction, or contraction of the gluteus maximus. This should be done ten times, eight or ten times a day and can be carried out standing or lying down.

If children are allowed to sit with their feet straight out in front of them they may develop a total round back. In the individual of any age, failure to bend at the hips is frequently the cause of a total round or a round hollow back. For this reason a firm, upholstered chair is better for correct posture than the current overstuffed furniture. When the dorsal curve is increased the lower ribs often overlap or may touch the crest of the ilium, causing pain. The head is often carried forward resulting in a stretching of the upper trapezius. When a muscle is not functioning normally, as is true of the trapezius, the mid and lower portions in kyphosis and the upper as mentioned above, there is impairment of the circulation and fibrous bands and nodules, which are tender to the touch, form in the muscle. In kyphosis, also, there is shortening of the pectorals so that when the person takes the shoulders back there is a decided pull.

Scoliosis may result from over use of one side, as carrying books on one arm. That is well known but what is not as well known is that a case of unrecognized poliomyelitis may cause weakness of one side of the sacrospinalis which eventually develops into marked scoliosis. Some authorities consider all cases of severe scoliosis, with no history of injury, as resulting from this disease. Usually there is a history of a slight illness years before, the symptoms of which are suggestive of poliomyelitis to the expert. Another cause of scoliosis is having one leg longer than the other—a common occurrence. No amount of posture training or exercises will correct this but having the shoe properly adjusted will do so. If one buttock is smaller than the other the person will also have a curve when sitting.

This articles wishes to emphasize the correction of conditions affecting good posture and the development of good postural habits. Unless the individual is postural conscious at all times he will allow himself to slump, and half an hour of exercises during the day cannot correct or prevent defects if the body is held incorrectly the remainder of the time.

The exercises already given for abdominal and gluteal retraction and for adduction of the scapulae should be a daily routine. In addition it is well to remember the following:

1. Do not sit longer than half an hour. Stretch or take a few steps, then sit down again.
2. Sit on a firm chair. A child should sit on a chair which allows his feet to touch the floor or have the feet supported.
3. When bending forward, while sitting, be sure to bend from the hips and not in he middle of the dorsal spine.
4. In picking up an object from the floor, put one foot forward and go down on the other knee.
5. Never lift anything with the knees straight.

PHYSICAL TRAINING CREED

I BELIEVE my body is my house and should be kept clean as long as it is occupied.

I BELIEVE my muscle should be kept working smoothly by regular systematic exercise.

I BELIEVE this training develops the will to make the best of myself and to do greater service for others.

I BELIEVE daily exercise trains me to feel and to understand the joy in work and in play.

I BELIEVE in athletics, in taking my part in school contests, in courage, fair play and sportsmanship.

I BELIEVE I am growing in manhood, and am preparing myself to be an active, intelligent useful citizen, ready to take my part and to give the other fellow a "square deal."

I BELIEVE in playing the game to the end with all my mind, strength and courage.

Anonymous.

PUBLIC RELATIONS

(Continued from Page 6)

Conclusion

The foregoing comments have been an attempt to indicate several phases of the physical education program which provide unlimited possibilities in the promotion and interpretation of the program of physical education. By no means are the avenues for creating goodwill exhausted. One could go on and relate how the swimming program reaches outward from the school to affect the community, how the co-educational program touches the life of the parents in the community through the pupil, how intimately related the adult provision for physical education and recreation are with a better understanding of the aims and objectives of physical education, and how the various professional organizations of the district, state and nation function in promoting a better understanding of the unlimited field of physical and health education.

EVEN STEPHEN

Bone Crusher Brown had become ineligible to play football due to receiving an "F" in history. The coach went to see the history teacher to find out why Bone Crusher had received the "F". The history teacher drew out two examination papers and said, "Bone Crusher cheated—that is why he received the 'F'." The coach couldn't believe it and asked for proof. The teacher pointed to the first true false question on the "A" paper and then the Bone Crusher's paper which was marked in the same way. The coach was unconvinced that this was proof, even when five or six similar questions were pointed out. Finally exasperated, the Teacher said, "Well, look at number 10, the 'A' student wrote, 'I don't know the answer.'" "Well, what did Bone Crusher write?" "He wrote, 'I don't know the answer, either.'"

Down Bloomington Way

J. T. FEMAL. Director
Division of Recreation, Bloomington, Indiana

Every day we read, hear tell or see something that our colleagues are doing in this rapidly growing field of recreation. It's the passing of good things along the line that enabled each of us to reach his present position.

We all will agree that what proved successful in one situation might not be received with similar popularity in another, however, the success sometimes repeats and the idea is much appreciated. It is with the latter hope that I humbly report the development of a community center project in our city.

Bloomington in the fall of this year had accessible in a three acre, centrally located park, a small three winged N.Y.A. building. Patterned to what the blue print claimed the government's specifications were for such construction back in 1937. Through the foresightedness of a few citizens, this project was sanctioned and today provides the only building accessible as a community center in our city.

Well you say, what of it, we're interested in what you did with the building. Yes—I am going to give you a brief resume of the program and the building as it functions today.

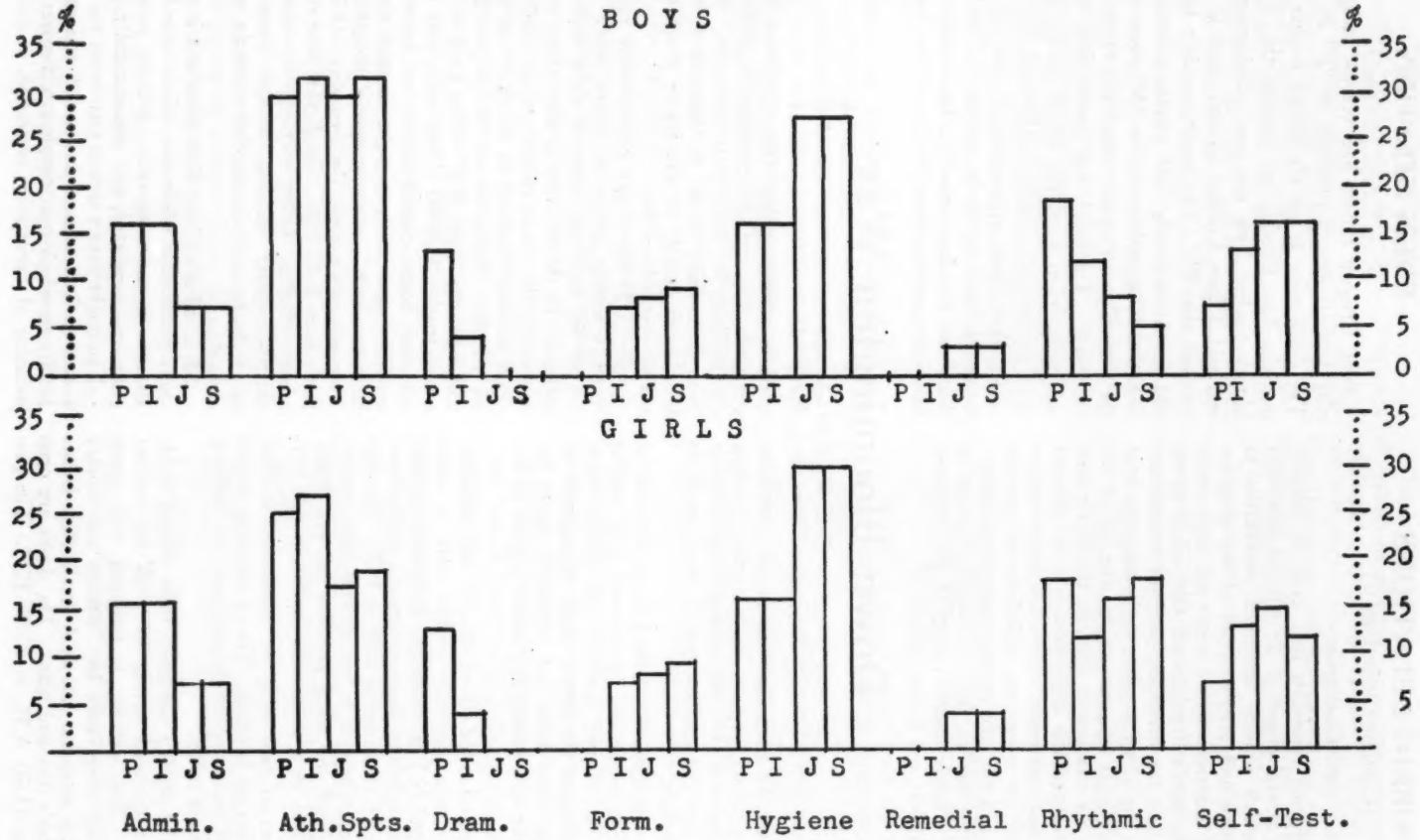
It, first of all, is a one story, three winged building with a surfaced terrace 83′ x 68′ for outdoor activities. The building is equipped with game wing, dance wing, coke bar, kitchen and library wing and a reception lobby. A small office houses the director's files and plans. The doors are open daily from 11:00 A.M. to 10:00 P.M. The program is something like this—11:30—1:30 P.M. teenagers from the Bloomington High School use the facilities for noon hour recreation. The two noon hour shifts enable the students to enjoy an hour lunch period, 40 minutes of which they can use for recreational fun.

1:30—3:30 adult craft classes—club meetings—women's sewing groups, et cetera, make excellent use of the facilities, some of these activities are sponsored by the Division of Recreation, others are directed by the groups themselves; at 3:30 the place again becomes inhabited by teenagers out of school for the day. Basketball on the outdoor terrace—dancing to the "Juke Box"—Ping Pong or an after-school snack. At 5:00 o'clock everybody takes off for that home cooked dinner at home. Adult activities sometime run right through the dinner hour 'pot lucks", etc. of a special program nature. Two evenings a week the teenagers (13-18) hold forth from 7-10 P.M. On Friday nite the young adults (19-35); Other evenings are taken up by oldsters, square dancing, Down Town (lady) quarterbacks, craft classes, club meetings, scribbler's club, etc.

All in all it's a busy little place and is providing many pleasurable wholesome leisure-time hours for all ages in our community. It's the people's program, tax supported, and democratically governed.

You might have a spot in your town for just such a center—look around and see if you can find a facility in which your people can discover the true meaning of community recreation.

TIME ALLOTMENT TO PHYSICAL EDUCATION ACTIVITIES



(Elementary level based upon 30 minutes; secondary level 50 minutes.) K. W. B.

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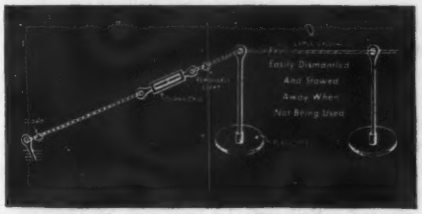

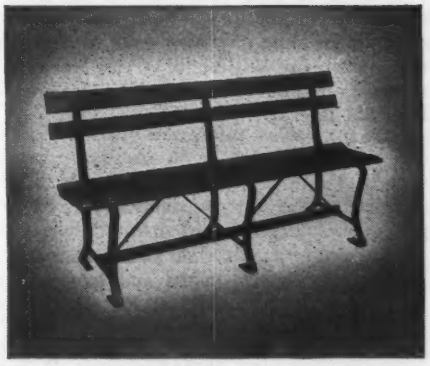

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It's a Healthy Death

SHERWOOD E. WISE
Former Acquatic Director, Bedford YMCA, Brooklyn, N. Y.

The pulmotor squad worked endlessly as the crowd drew closer to the fatal beach scene. "Gee, he had everything to live for . . . was captain of the football team, and president of his senior class."

"How did it happen?"

"Oh, he couldn't swim, and the tide was too much for him, I guess!"

"Gee, . . . his poor family."

It is ironical how, supposedly, healthy people free from disease, go to beaches and pools and face death with such smiling faces. When we see a cancer patient smiling we think him brave, but has anyone ever thought to analyze the buoyant smile of a healthy youngster as he playfully ventures beyond the ropes to . . . sudden death?

Statistics are cold and meaningless and like the weather, just something to talk about, but every-time you wiggle a toe to test the chilled liquid deep you are being chalked in the annals of time. Latest reports of statistical morticians of the Metropolitan Life Insurance Co. showed that somebody collected on 300 individuals who went down three times but only came up twice. Even tho the superstition is without basis, I do not say this in jest, but in the language of the day. It sounds almost as cold as the statistics themselves.

We are contributing millions to cure disease . . . that is good, yet learning to swim is as free as a geography or latin class in the school. Yet, it has the highest fatality rate in comparison. Is not the ability to swim to save your life, or the lives of others more important to you than the knowledge of the terrain in some unknown land, or latin that you may never use outside of trying to read a prescription to find out if your doctor is feeding you arsenic or old lace.

There should be legislation to put swimming into the curriculum from the first to eight grades, even if it be only permissive. Its worth will make it mandatory by a true administrator.

It should include such desirable practices as those set up by the American Red Cross, and a suggested curriculum based on proven practices of T. K. Cureton's Progressive swimming tests now being used in YMCA's all over the country.

The pool and its costs would be negligible when considering that both school and community will use it. Its location is most important. If only one pool is possible in a community it should be located equidistant between the Grade school and High school, which suggests that it be a separate function jointly controlled by a city health council made up of school representatives and representatives from outside agencies. It is most vital that the grade school get preference, for it is there where a healthy start is most important. The splashing and paddling first and second grader will detour the fears to enter third grade and enter the three foot depth unafraid. Without fear he is a potential swimmer within weeks under a competent instructor. The same instructor should be used for all grades.

Boys and girls may be taught together up to the fifth grade. The process of mental health and hygiene can be taught unawares to pupils preceding and following swimming classes.

If the fear of water can be overcome there would be less deaths from drowning than there are from communicable disease since immunization. That of course is a basic assumption, but to me it sounds logical.

A young man had accompanied his girl friend home and gave her quite a prolonged goodnight kiss at the door. Suddenly the door opened and there stood the girl friend's father in his night shirt and looking quite irritated. The young man blushed and stutteringly tried to apologize. The father said, "Young man, I don't mind your accompanying my daughter home, keeping her out till 2:00 o'clock, and kissing her goodnight, but do ***stop ringing the doorbell,*** so I can go to sleep."

THREE LITTLE WORDS

MARJORIE PHILLIPS and KARL W. BOOKWALTER
Indiana University

What we can't define we don't understand. While it is not necessary that leaders in the field conform precisely in terms it is vital that our concepts be precise and commonly agreed upon. There is evidence in the field of testing that we are confusing the issue and our students. An example of this confusion is the varied use of three little words: Validity, reliability and objectivity.

It would seem to the authors that we could all agree to the following *concepts* for these words. The exact phraseologies may differ but we should be able to get together on the *basic* meanings.

Validity is the degree to which a test or measure truthfully measures that for which it is purportedly a measure. Thus validity lies in the *purpose* or use of the test. A highly valid test of posture may fall short of validity as a measure of health or fitness. Properly used as a measure of posture, its potential validity returns. To assay the validity of a test we compare the degree of performance on the test with the degree of performance on another criterion of the quality purportedly measured. The test and criterion measures are made upon the same group of testees and under similar conditions.

Usually the agreement between the two sets of measures is judged in terms of a correlation coefficient although cruder comparisons are used and are defensible.

Reliability is the degree to which a test or measure accurately measures what ever it measures. Thus reliability is inherent in the *test performance*. This quality can be more readily understood in mechanical measures. An attitude test, however, should exhibit the same quality even though it may not be as highly exhibited. It should be observed that if the posture test mentioned above were not always reliable (consistent) then the results obtained would not be the exactly true measures of the relationship (potentially) possible between the test and the criterion of posture. To this extent reliability contributes to validity of a potentially valid test.

Usually reliability is assayed by comparing the scores obtained from two applications of the same test to the same group of testees under similar conditions. The agreement is usually judged by the coefficient of correlation. On some tests, particularly written tests, the reliability may be obtained from the correlation of scores on odd and on even halves of the test. Chance halves are also permissible measures. Braces Motor Ability Test and the Iowa Revision of Braces test have matched halves which presumably enable one to determine the test's reliability. When multiple trials are permitted in testing, the better two trials on all items might be compiled to obtain two sets of total scores. From these scores a reliability coefficient could be computed. The suggested practice of determining reliability from the correlation of scores on one test with those on another form is not practicable. This technique brings into the picture the validity of the two forms. Thus the picture of reliability is thrown out of focus.

Objectivity is the degree to which two or more testors obtain the same scores from one application of a test to one group of testees. Strictly speaking the readministration of the test to the same group of testees (and here is the point at which confusion unnecessarily arises) by a different testor involves not only the objectivity of the two testors but the reliability of the test. Thus the only true measure of objectivity is that indicated in the definition above.

The comparison of two or more testors scores given to one application of a test to the same group of testees is usually judged in terms of an objectivity coefficient obtained by correlation technique.

It can be observed that variability in scores due to scoring error would not permit of consistent or accurate measures by a test regardless of its potential reliability. Hence, and to this degree only, objectivity contributes to reliability. To the extent that reliability is influenced by objectivity the contribution to validity is naturally affected.

A tourist had heard about the remarkable memory of an Oklahoma Indian. He decided to test the Indian's memory and when he saw the Indian he asked "What did you have for breakfast three months ago today?" The Indian replied, "eggs." Five years later the tourist happened to be in the same Oklahoma town and saw the Indian and greeted him with a wave of the hand and the salutation "How". The Indian replied, "Scrambled".

FOUL SHOOTING

JOHN H. IRWIN
National Champion

Under the present rules for basketball which require the player who is fouled to attempt the free throw, it is important that all players be good foul shooters. A game may be won or lost at the foul line. Every player holds the fate of the game in his ability to shoot fouls, and the value of knowing the proper method cannot be overemphasized.

When the Foul Is Called

1. Walk slowly to the foul circle.
2. Stand just inside the circle.
3. Time is out, so relax.
4. Take a deep breath to relieve the tension of the game.
5. After the official passes you the ball you have 10 seconds in which to make the shot.

On Your Mark

1. Approach the foul line.
2. Stand just a few inches from it.
3. Place the feet flat on the floor about six inches apart with weight equally balanced on both feet.
4. Adjust the ball in your hands; this helps to keep you relaxed.
5. Thumbs point directly at the basket. The first and second fingers are in the grooves of the ball.
6. Do not spread the fingers too much.
7. The heel of the hand does not touch the ball.
8. Elbows are slightly bent and fairly close to the body.

Get Set

1. Look at the front rim of the basket.
2. Bend the knees slightly.
3. The wrists are now turned down with the thumbs pointing toward the floor.
4. The feet are still flat on the floor.

Shoot

1. With the upward swing of the ball the heels are raised from the floor.
2. As the ball reaches the height of the shoulders the hands are turned in so that the palms are toward the floor.
3. There is a slight snap of the wrists in order to give the necessary spin to the ball.
4. The ball should revolve three times from the time it leaves your hands until it enters the basket.
5. Continue the upward swing of your arms to give the proper arch to the ball and to be ready for any play which might develop.

Talk never made a good foul shooter. It takes teaching first and then plenty of practice. Practice spinning the ball in your hands to acquire nimbleness and skill. You need to co-ordinate your eye with your fingers, forearm and wrist muscles.

The ABC's in Physical Education

MARTIN H. TRIEB
Los Angeles, California

The Four "A's" In Physical Education

Some years ago while teaching physical education, the need for some criteria by which to give a mark or grade became apparent to this writer. This was about the time a definite shift was made from marking on a percentage basis to that of marking by letters, namely A, B, C, D, and F. The need for a simple, understandable, and non-time-consuming scheme was apparent. With this in mind, the following announcement was posted on the bulletin board.

To get an "A" in Physical Education you must

1. Be regular in *ATTENDANCE* because only through regular attendance can you expect to develop either strength, skill or endurance. Regular attendance assures progressive learning, and development.
2. Give *ATTENTION*. Your undivided attention to commands, directions, instructions and explanations is most essential. The in-attentive boy learns little.
3. Demonstrate the *ABILITY* to do or perform the minimum requirements (stunts) as listed.
4. Have a wholesome and willing *ATTITUDE* toward your work and your fellow-worker.

Today the above scheme for marking would not be acceptable because unlike things cannot be added. Attention and Attitude are subjective factors, whereas Ability and Attendance are definitely measurable factors. However, the importance of the above is not with regard to "Marks or Grades" but that ATTENDANCE, ATTENTION, ABILITY and ATTITUDE, may rightly constitute the four "A's" of Physical Education.

Since the above experience the idea of letters, more recently stimulated by the Government's alphabetic conglomeration, has crystalized into the "A B C's" in Physical Education. And so, from time to time, additional letters in the Physical Education Alphabet will be presented.

ENDURANCE

(Continued from Page 9)

quently pull themselves up against the resistance developed by centrifugal force, and in addition continue strenuous arm work for prolonged periods, develop more of both strength and endurance in the arms.

To the writer it would seem wise to experiment with good posture and with increasing abdominal tonus to combat sympathetic and general fatigue. It would also seem wise to keep a reasonable amount of tension on the abdominal region when fatigued to discourage undue splanchnic dilatation.

One should get the habit of not letting down too much after strenuous activity, as this usually results in lowered venous pressure and reduced minute output of the heart. For example, trainers of race horses always walk them after a race until they have cooled off, and circulation and respiration have returned to normal.

When training for strenuous activity, there should be more emphasis on a systematic program of overload on all of these types of endurance. There should be enough demand to call on all-out heart response, but not at such high levels of demand as to stop the performance because of local muscular fatigue.

There should be an effort made to develop *general* resistance to fatigue in those subject to it. This is sometimes accomplished by generally strenuous and prolonged calisthenic drills, and road work involving alternate running and fast walking for long distances with decreasing numbers of rests.

It would seem to the writer that in gymnasium class work, enough types of activities should be included in each class (or at least three times a week each) to give adequate overload on strength, muscular endurance, circulo-respiratory endurance, and general resistance to fatigue. It should be pointed out that for many muscle groups, these objectives may all be accomplished by the same activities. For example, road work or strenuously conducted grass drills, or a strenuous game of soccer may accomplish all of these proposals, particularly for legs and trunk. It is suggested that after a group has become reasonably well conditioned that at least once a week they do something where it is "all out." This assumes, of course, that these individuals are without medical defects that might make this undesirable.

This would further imply that in program planning, one should consider not only the recreation values but the physiological values as well.

Finally, one should ceaselessly work for increased skills in order to develop better performance but should not confuse the endurance produced by skill as synonymous with that produced by (physiological) training.

V

Summary

In devising tests of endurance, it would thus seem advisable to divide these in one's thinking into (1) tests of strength, (2) of muscular endurance, and (3) of circulo-respiratory endurance, and that effort be made to keep these separate. Some recent, but as yet unpublished, work has shown that the chinning, push-ups, sit-ups, squat jump type of endurance tests are strongly influenced by strength only at the lower levels, and that they are primarily measures of muscular endurance; while tests of running distances from 200 yards up will measure circulo-respiratory endurance more adequately, if speed of sprint running is held constant.

INDUSTRY AIDS

(Continued from Page 13)

received from baseball and always emphasizing the fact that "in order to learn to play baseball you have to start young". Being the kids' idol, his words of advice were enthusiastically received by all.

Another item they have added which helps to give this program the "big league" aspect, is the summer issues of the Junior Baseball Supplement. This publication contains nationwide news on junior baseball and is printed on the regular sporting news format.

The supervision of this program is handled by each individual State Legion Department. A Junior Baseball Handbook is put out by the National Americanism Commission which lays down the rules for the current season. Regular league play is held in many cities followed by tournaments which result in department or state champions. Four state winners then compete in one of the 12 regional tournaments with the winner then going on to one of the four sectional tournaments. The national finals are then held with the four sectional winners competing in a double elimination tournament to determine the national champion.

This year was the greatest in the history of American Legion Junior Baseball with over one million boys participating. Next year it is anticipated that an even greater number of teams and more boys will participate in this program.

You may ask why the Ford Motor Company is supporting this type of program. I believe this is best answered in a statement made by one of the dealers when asked this same question. He said, "We believe in our young men! We believe they are the future of this country—the most important natural resources of America. We believe they should be trained early in the game of life—to be good sports, to learn cooperation, democracy, clean living, and, above all, to learn to get along with others. To learn all this, there is nothing more beneficial than sports—and particularly baseball."

BLACK AND GOLD NEWS

FIFTEENTH GRAND CHAPTER MEETING

Friday, April 16-Monday, April 19

KANSAS CITY, MISSOURI

The tentative program calls for an informal get-together of the delegates Friday evening in order to become better acquainted and to be informed of the program of business for Saturday, Sunday and Monday.

First Session: Saturday morning, April 17.
- Closed meeting conducted according to the rituals.
- Reading of credentials of delegates.
- Reports of Grand Officers and Standing Committees.
- Reading of miscellaneous correspondence.
- Appointment of committees.
- Adjournment for committee meetings.

Second Session: Saturday afternoon, April 17.
- Continuation of meetings.
- Reports of committees relative to proposed amendments, resolutions and recommendations.
- Instruction in Fraternal procedures.

Third Session: Saturday evening, April 17.
- Further committee work.
- Discussions.

Fourth, Fifth, Sixth Sessions: Sunday, April 18.
- Completion of committe work.
- Discussion and voting on proposals.
- Possible installation of Alpha Iota Chapter.

Closing Session: Monday morning, April 19.
- Final voting if necessary.
- Balloting and installation of officers.
- Meeting of Board of District Counselors with the new officers.

PROFESSIONAL MEETING SPONSORED BY PHI EPSILON KAPPA FRATERNITY

Monday afternoon, April 19, 1948—3:00-5:00

Topic A: New Horizons for School Health Service.

Speaker: Dean F. Smiley, M.D., Consultant in Health and Physical Fitness, American Medical Association, Chicago, Ill.

Topic B: New Horizons for Physical Education Through Cooperation with the Physician.

Speaker: Fred V. Hein, Ph.D., Consultant in Health and Physical Fitness, American Medical Association, Chicago, Ill.

Note: Discussion from the floor will follow the presentations of the guest speakers.

Chairman: W. C. DeTurk, Assistant Principal, Roxborough Senior High School, Philadelphia, Pa.

Secretary: A. Romeiser, Physical Education Department, Emmerich Manual Training High School, Indianapolis, Ind.

Presiding Chairman: Carl F. Trieb, chairman, Department of Physical Education, Occidental College, Los Angeles, Calif.

Summarizer: Fred E. Foertsch, Special Assistant, Division of Physical and Health Education, School District of Philadelphia, Pa.

DINNER MEETING

6:00—7:45 P. M.

All Fraternity members and their guests are urged to attend. Notify Brother DeTurk.

DISTRICT MEETINGS

These will be called by the District Counselors *after* the Chapter Edition of Black and Gold has been distributed and *before* the Grand Chapter meeting.

Chapters have been instructed to discuss the material in the March number of Black and Gold and instruct their delegates how to vote on the proposed amendments to the Constitution and By-Laws; nominations for Grand Officers and other pertinent matters.

One delegate for every three active chapters in the District will be elected at the District Convention to represent that District at the Grand Chapter Convention. These delegates will very likely receive instructions on what to propose and how to vote.

District Counselors should make every possible effort to activate any inactive chapters in their district.

BLACK AND GOLD FOR MARCH

Chapter Secretaries will receive seven (7) copies of the March issue of Black and Gold to be distributed to the Sponsors and Chapter Officers. The Chapter Edition will contain all recommendations, resolutions, proposed legislation, and biographies of the nominees for the Grand Offices. This procedure will be followed in the interests of economy of time and money and follows the precedent established in 1943 prior to the Grand Chapter Meeting in Cincinnati. In order to become conversant with what is happening, Brothers should join their nearest alumni chapters and attend meetings regularly. Unaffiliated Brothers who can not conveniently join an alumni chapter or attend its meetings will be sent a Chapter Edition of Black and Gold upon written request to the Central Office.

Since many of our current problems are actually re-current problems which have been brought up for discussion time and again at previous Grand Chapter Meetings, it will profit our Brothers to read past issues of Black and Gold. Of special interest are the May, 1942, (Vol. XIX, No. 3), October, 1942 (Vol. XX, No. 1), and the February, 1943 (Vol. XX, No. 2) issues. The first contains an extensive list of references of other and earlier publications of the Fraternity. A careful reading of these references is suggested for a clear and comprehensive understanding of the background of the problems which face us today.

WALTER J. MIKOLS COUNSELOR OF DISTRICT 8

By virtue of the authority vested in the Grand President in Item 45, Section 1, Article III of the Constitution, Brother Walter J. Mikols of the University of Kansas is appointed to the office of Counselor of District 8 to succeed Brother Louis Washburn of the Kansas State College, effective as of January 1, 1948.

Brother Mikols, Alpha 1939, received both his B.S. and M.S. degrees from Indiana University. His education was interrupted by a 47-month tour of duty with the Army Air Corps. Brother Mikols has been instructor in physical education and varsity swimming coach at the University of Kansas, Laurence, Kansas, since September. He has just about completed plans for the installation of Alpha-Iota Chapter at the University and has promised to do a lot of spade work for us in preparation of the Grand Chapter Meeting, April 16-19.

RESOLUTION

WHEREAS The Brothers of Phi Epsilon Kappa Fraternity are indebted to the Founder Members for the existence of the Fraternity, and

WHEREAS There has never been adequate official recognition by the Fraternity of the debt which it owes the Founder Members, and

WHEREAS Active membership in the Fraternity is of benefit both to the Fraternity and to the Founder Members, and

WHEREAS Such active membership of the Founder Members can be secured for the life of each Founder Member without other than token cost to the Fraternity, *therefore*

BE IT RESOLVED That this Grand Chapter recognize the obligation of the Fraternity to its Founder Members by conferring upon them *Life Memberships,* the cost of which shall be defrayed by a transfer of funds from the Reserve Fund to the Life Membership Fund, and

BE IT FURTHER RESOLVED That the Grand Secretary-Treasurer be instructed to notify the Founder Members of the action of this Grand Chapter in conferring Life Memberships upon them.

MEMBERSHIP REPORT

Dues paid as of January 1, 1948.

COLLEGIATE CHAPTERS

First:	Iota		41
Second:	Lambda		41
Third:	Eta		40
Alpha	0	Upsilon	0
Gamma	27	Phi	15
Zeta	0	Chi	27
Eta	40	Psi	8
Iota	41	Alpha Beta	9
Kappa	35	Sigma Alpha	29
Lambda	41	Alpha Epsilon	13
Mu	23	Alpha Zeta	12
Xi	0	Alpha Eta	28
Rho	39		

TOTAL 387

ALUMNI CHAPTERS

First:	Cincinnati		80
Second:	Los Angeles		68
Third:	Philadelphia		41
Buffalo	24	New York	3
Cincinnati	80	Philadelphia	41
Detroit	24	Pittsburgh	23
Indianapolis	19	St. Louis	26
Los Angeles	68	Syracuse	0
Milwaukee	11	Unaffiliated	61
Newark	0		

TOTAL.....379

Grand Total, 1-1-48 766

ALUMNI CHAPTER NEWS

DON'T FORGET

the

FRATERNITY BANQUET

in honor of

THE FOUNDERS
and
DR. CARL B. SPUTH

Monday, 6:00-7:45 P. M., April 19

Kansas City, Mo.

MID-WEST CONVENTION

The Indianapolis Alumni Chapter Invites
all Brothers attending the
Mid-West Convention
to take advantage of the

FREE BUFFET DINNER
and
ENTERTAINMENT

at the Athenaeum

Friday, April 9, at 6:00 P.M.

SCRAPS FROM PITTSBURGH'S NEWS LETTERS

The November issue of the Journal of Health, Physical Education and Recreation contains an article, "Implications of the Teacher Shortage", which was written by Brother Karl Oermann. We sincerely urge you to read it completely since it is well thought through. Congratulations to Karl.

Karl Fehrenbach, who is now a square dance maestro, was responsible for one of the most enjoyable and profitable teachers meetings at the annual Institute held last month. Karl did a swell job in teaching the fundamentals and vocabulary of square dancing.

Wm. "Cap." Palmer, is President of the Pennsylvania Association for H.P.E.R. and Herbert Roberts was manager of the State Convention held in December.

Congratulations to Erny Senkewitz. The long expected event took place on November 21st. SENKY joined the ranks of the benedicts on that date. Much to the surprise of everyone, he is now the father of two boys—but lest you misunderstand, he acquired them in the process—one is 9 and the other 11 years of age. This modern generation is certainly getting lazy! ! ! !

OTHER NEWS ABOUT MEMBERS AND CHAPTERS

Al P. Tausher, Alpha 1924, president of the Oregon State Rifle and Pistol Association for 1947, won a trip to the National 22 Caliber Rifle Championships at Camp Perry, Ohio last year and came home with seven medals and the trophy for being the winner in his division.

W. K. Streit has been named an associate editor of the Journal of Health and Physical Education and a member of the national Professional Educational Committee to study existing standards in curriculum, facilities and personnel in undergraduate professional educational institutions and recommend basic standards.

Walter S. Knox, Iota 1938, Director of Health and Physical Education at the College of Pacific, Stockton, Cal., wrote, "I'm glad to see the resumption of the publication of The Physical Educator. Here is my $5.00, add the change to the treasury".

A. R. Boehm, Alpha 1928, president elect of the Eastern Zone, H.P.E.R. of the New York State Teachers' Association wrote, "Glad to hear The Physical Educator is to be published again. Enclosed are my dues and an extra three (3) bucks for two (2) more subscriptions for————————". We need more brothers like Art Boehm and Walter Knox.

The Los Angeles Alumni held two very successful meetings; a breakfast meeting in November and a Christmas dinner dance in December.

Lou Thierry with his red feathered Tyrollian hat and accordion, Pete Pederson and Gil DeBuck alumni brother from Detroit added their bit to the success of Kappa's initiation in September.

The Buffalo Alumni had a large turn-out of 45 members at their Christmas party which began with a venison dinner. Montgomery was Master of Ceremonies and Henry Kumpf lead the group singing. Mat Poeltl won a Christmas tree. There was an exchange of 25¢ gifts with Pop Steffin acting as Santa Claus. Letters to Santa were read. Santa "Pop" received many gifts of old clothes to be sent to various relatives of the alumni members in Germany.

The Los Angeles Alumni has started a News Letter due, as the editor writes, "to much prodding and more or less insidious needling from certain

parties." Undoubtedly one of these parties was your Grand President.

Phi Epsilon Kappa made several outstanding contributions to the fall conference of the C.A.H.P.E.R. held at Occidental College.

The Milwaukee Alumni has scheduled ten meetings for the year. Meetings will be held at the homes of the brothers.

The October meeting of the Cincinnati Alumni was held at Miami University, Oxford, Ohio. Members and guests saw the Miami-Bowling Green football game by merely paying the tax on each ticket. They ate at the Presbyterian Church after which Mr. Patrick Irvin, formerly head of the U. S. Educational Program for post war Germany, Austria, Japan and Korea gave, according to Bill Streit, a very excellent talk. Cincinnati's November meeting included another semi-free football game. The dinner was followed by an instructive "Program on Consumer Purchasing and Home Financing". Members were told where and how to buy things better and cheaper, thereby saving more than enough to pay next year's dues and perhaps even enough to buy a Life Membership in the Fraternity.

The Milwaukee Alumni, led by Meyer Housefeld, had an interesting discussion on the newly proposed six-hour day for high schools, after which Frank Stangel presented the latest trend in driver education.

Alpha-Beta recommends a "Get Acquainted Night" during which each member gives a brief talk about himself; his history, likes, dislikes and aspirations. William Tease, A-B president, writes that theirs was a huge success. Other meetings planned by Alpha-Beta include a bowling party, Dr. Lloyd Jones Night, athletic movies, recreation, cards and refreshment party besides talks by prominent men on various phases of H. P. E. R.

Alpha-Epsilon is working on several projects. One is the re-arrangement of the picture gallery in the Men's Gym. Another is to guarantee the financial success of the chapter by receiving all the profits made by selling cokes at the non-league basketball games. They may make enough to pay all the dues of their members and to buy the highest graduating senior a life membership in the Fraternity. There is an idea that other Chapters might well look into.

By the time you read this, Nu Chapter at the La Crosse Normal College, La Crosse, Wisconsin, will very likely have been reactivated. About ten students are actively interested now and Brother W. J. Wittich, Nu 1926, Director of Physical Education at the college is pushing it.

On October 31, 1947, Alpha held a Major Mixer—a play night for all physical education majors and their guests. Mr. Carlson and Mr. Orlo Miller along with Dr. Bookwalter conducted the activities. About 150 people were present.

Initiations

Some of our chapters are doing fine. Alpha celebrated the New Year with 27 at one crack; Lambda and Sigma-Alpha initiated 18, Alpha-Eta 16, Chi 11, and so on down the line. Upsilon with only six members left from last year plans on 15-20. Looks like we are in for another big year. Wonder if last year's record of 448 will be broken.

Life Memberships

William E. Lloyd of the Los Angeles Alumni became a life member on November 10, 1947, and Al Arps of the same Chapter paid the first installment on his.

A life membership would make a fine graduating present. Chapter secretaries, why don't you suggest this to the parents of those Brothers who are graduating this June? You have the home addresses in your card file.

Scholarship Awards

Alpha will award a Scholarship Key to the highest ranking graduating Senior annually. That is a mighty fine idea. Last fall our jeweler made up 25 scholarship keys by mistake and at the rate our Brothers are buying them it will take him 25 years to get rid of them. Ask your Chapter Secretary about the Scholarship Award.

Our Advertisers

Note Everett Dean's advertisement. Everett was initiated in to Alpha Chapter in 1934 while an outstanding basketball coach at Indiana University. He not only gave us an ad for two issues but influenced Standford University to subscribe to The Physical Educator. His book is tops, Brothers. You should buy it like your Grand Secretary did.

National Sports Equipment Co. on the back cover helped us out before the war and is doing the same now.

That "Portable Fencing" in the Williams Iron Works advertisement looks good. Why not send for their booklet?

Buy your novelty jewelry with the Fraternity crest from Spicer-Gierke Co.

DIRECTORY CHANGES

of

COLLEGIATE CHAPTER SECRETARIES

Gamma—Donald L. Conrad, Dept. of Phys. Educ., Temple University, Philadelphia, Pa.

Iota—Albert Martincic, Div. of P. E. & Ath., State University of Iowa, Iowa City, Iowa.

Alpha Zeta—David P. Lawrence, c/o Mr. Rarick, Boston Univ. School of Edu., 84 Exeter St., Boston, Mass.

Alpha Eta—John W. MacEnroe, Dept. of Phys. Educ., Manhattan College, 4513 Spuyten Duyvil Pkwy, New York 63, N. Y.

Editorial Note

Several recent experiences indicate that it would be appropriate to publicize certain ethics of the publication field.

1. A prospective author should not submit the same article to two or more magazines at the same time.
2. After having presented an article to a magazine for publication, an author should not again submit the article to another magazine without asking permission of the original editor.
3. A magazine should notify the author of an article if there is no intention of publishing the article submitted to it.
4. If early publication of an article is not contemplated an editor should release the article (upon request) for assured publication elsewhere.
5. A magazine should not let out an article for publication by another magazine without the permission of the author of the article.

Deadline for the May Issue

All material from Chapter Secretaries for publication in the May issue of The Physical Educator must be in the Central Office by April 1st. Material prepared by me must be sent to Dr. Bookwalter, to the printer, back to Dr. Bookwalter, back again to the printer and then two weeks later, if all goes well, we get the magazine.

Change of Address

Alumni Members and Graduating Students: If you wish to receive The Physical Educator and The Black and Gold after your home or permanent address has been changed, it is important that you notify the Central Office, 2437 E. Riverside Drive, of the change. Magazines and bulletins are not forwarded.

RECENT ARTICLES

American Association for Health, Physical Education and Recreation, "Recommendations From the Seattle Convention Workshops", *The Journal of Health and Physical Education,* September, 1947, pp. 429-32, 556, 566.

The General Division included recommendations on "Inter-relationships Between Program Areas", "Committee Appointments", "Professional and Public Relations", "Extended Education", "Inter Group Education", "Relationships Between Research and Professional Programs", "Extra-Compensation for Additional Services".

The Health Education Division proposed action on "Upgrading Professional Education," "First Steps in Meeting Problems in Health Education of the Elementary Level", "Recommendations of Section Meeting on Health Instruction and Evaluation", "Relationships Between School and Community Health Education".

The Physical Education Division takes up matters concerning "Professional Education", "Junior and Senior High School", "Elementary Schools", "Standards of Conduct", "Competition", "Physical Reconditioning".

The Recreation Division takes up the following problems: "Means of Upgrading Professional Education of Recreational Personnel", "School and Community Relationships", "Specialized Program Areas in Recreation" "Relationship of Public Recreation Camping, School Camping, and Private Camping."

This report is a most provocative and stimulating picture of the trends of present thinking in our profession.

Karl W. Bookwalter

American Association for Health, Physical Education and Recreation, "A Sample of State Law", A Project of the Legislative Committee for 1946-47, *Journal of Health and Physical Education,* September, 1947, pp. 433, 34, 558.

This model for state legislation should be studied by all state leaders in our field.

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———, *Journal of Health and Physical Education,* September, 1947, "Cardinal Athletic Principles", Report of the Committee on Interscholastic Athletics, pp. 435, 557.

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———, *Journal of Health and Physical Education,* September, 1947, "Membership Directory", pp. 447-552.

This list of the membership of the association is worth the entire price of membership for the year. Memberships are found alphabetically by states and alphabetically within each state. Association and professional correspondence and business is markedly facilitated by this careful and complete listing of the names and addresses of the members of our profession.

Karl W. Bookwalter

"George E. Dickie" *Recreation* September, 1947, p. 302.

On August 25, 1947 Mr. Dickie of New York City began his service as secretary of the Federal

Inter-Agency Committee on Recreation. On the committee are such leaders as Hon. J. A. Krug, Dr. M. L. Wilson, Dr. John W. Studebaker, L. F. Watts, Albert Day, Katherine F. Lenroot, Conrad L. Wirth and Charles W. Kinney.

Mr. Dickie was secretary of the American Economic Foundation. He was the first director of Recreation in Oakland. Later he served as manager of the field department of War Camp Community Service, then advisor on parks and recreation in the City of New York. He has served as chairman of various national committees in the field of Recreation.

Garrett G. Eppley

Lowman, C. L., "The Vulnerable Age," *Journal of Health and Physical Education,* Vol. 18, No. 9, November, 1947, p. 635, 36, 93.

In 1946, the Society of State Directors for Health and Physical Education passed a resolution recommending that interscholastic competition below the tenth grade be discouraged and that where school systems continue to foster such programs they be urged to limit them to pupils who are physiologically mature.

In November, 1946 a questionnaire was sent to 900 orthopaedists requesting an opinion on the resolution of the State Directors and asking suggestions for determining such maturity and for a selection of athletic activities which might be considered safe for adolescent participation.

Four hundred and three replied. Of these 346 committed themselves on the resolution. Seventy-seven percent concurred with it. The list of 19 sports presented for rating as to safety for participation by the junior high school age group gave results of questionable validity.

Abstractor's Comment: The outstanding result of the questionnaire study is that a large majority of the orthopaedists agree with the resolution of the Society of State Directors. More credence could be given the article had it explained why the activities selected were or were not considered safe for junior high school age participation.

Carolyn Bookwalter

Shaw, John H., and Millard R. Rogers, "Postwar Trends in College and University Physical Education Requirements" *The Journal of Health and Physical Education,* October, 1947, p. 568, 9, 618.

A postal card questionnaire, comparing the status of college physical education requirement of 1945 with 1947 brought a response from 73% of those in the original study. Eighteen per cent of those responding to the second study had lowered their requirements.

Fourteen percent of the schools had made changes in credit offered, several raising the credit given. Only nine schools changed the practice of counting physical education grades for honor points, usually in the direction of counting for honors.

Two thirds of the institutions studied were excusing veterans from their physical education requirement. Private schools were more conservative about changes than were public schools. Positions strongly held by directors of physical education were usually upheld at their institutions.

Karl K. Bookwalter

Smith, A. N., "Educate Your Crowds", *Scholastic Coach,* November 1947, p. 28.

Here is a report on the method employed in the Lorain County, Ohio schools to improve spectator understanding and conduct at basketball games. On the theory, as advanced by H. V. Porter, that "A crowd's conduct is proportional to its knowledge of the game", the schools and officials organized demonstrations just before the main game at the first two "home" games of each school. Assuming that an informed public would be a more tolerant public, these demonstrations were made instructional and pleasurable through the cooperative efforts of players, coaches, and officials.

The following situations can be used for demonstration purposes:

1. Guarding from the rear
2. Fouls in "follow-up" territory
3. Fouls involving the dribbler
4. Screen blocks and pivot fouls
5. Pressing in the back court by defense
6. Opponents diving for a loose ball
7. New boundary lines where space is limited
8. Cases of accidental contact (no foul)

This program seemed to be one approach to curb the increasing number of "incidents" reported throughout the country by basketball crowds. If your school and adult sportsmanship needs improving, try this plan.

N. G. L.

Stampt, Joseph M., "Constructive Basketball," *Journal of Health and Physical Education,* December, 1947, p. 702-03.

Written from the point of view that varsity competition at the high school level is healthful, the author maintains that interscholastic athletics should not be deemphasized but should be conducted in such a way that greater total development of the individual takes place. A program aimed at increasing the contributions made by varsity basketball toward personality and character development is presented in detail. This program is being employed at the University of Chicago High School. It stresses expert counseling in socially acceptable patterns of behavior at the numerous opportune moments which occur in varsity basketball competition.

Henry J. Montoye

Wiechec, Frank, "Taping", *Scholastic Coach,* October, 1947, p. 16.

The big problem of coaches and trainers is the so called common or minor injury. A knowledge of supportive and protective bandages is as vital in treating an injury as is the knowledge of the game itself, especially in the average high school where coaching and training duties are combined.

At the present time there are a number of adhesive bandages frequently used by successful trainers. They include regular adhesive tape, waterproof adhesive, reinforced (husky) adhesive, adhering gauze, elastic bandage, and elastic adhesive bandage.

Practically every injury to bone and muscle, with the exception of a fracture, can be cared for by the artful and intelligent application of adhesive plaster. One of its greatest values rests in its use for protective covering for short periods of time. Protection and compression are the most essential requirements in treating many injuries, and no appliance known to medicine provides this so adequately as does adhesive plaster. Adhesive plaster may be applied for the purpose of immobilization, or it may be used to prevent an injured part from exceeding normal physiological limits.

In the application of adhesive it is well to remove all long hair by shaving, paint the skin with tincture of benzoin, and apply the tape directly from the roll. Care must be exercised not to constrict any parts especially when bandaging the extremities. Tape should never be placed in direct contact with a wound, nor should it be left on the skin too long as it will create irritation. Adhesive should be applied smoothly without wrinkles. Carbon tetrachloride, though expensive, is the best non-inflammable method of removing tape.

In the removal of tape it is suggested to peel the tape back from the skin. If the skin is smooth or has only sparse hair, the tape should be pulled off with a snap-like motion. This avoids the prolonged agony of so-called careful removal. Tape can also be removed by application of benzine or ether, and removed when soaked. Moistening tape in a soap shower also aids in its removal. Rubbing cold cream on the bandage surface is also suggested as a means of tape removal. After the tape has been removed the part should be washed with soap and warm water, dried thoroughly and dusted with talcum powder.

N. G. L.

Wolffe, Joseph B., "New Horizons in Health, Physical Education, and Recreation; A Physician's Point of View," *Journal of Health and Physical Education,* December, 1947, p. 699-701.

Dr. J. B. Wolffe, director of the Wolffe Clinic, Philadelphia, Pennsylvania, delivered this address before the national convention of the American Association for Health Physical Education, and Recreation, Seattle, Washington, April, 1947.

The author is of the opinion that sports can be especially helpful in developing self-sufficiency and cooperation and eliminating abnormal emotional tensions and social prejudices. Studies made by the late District Attorney Fox of Philadelphia and J. Francis Finnigan, executive director of the Crime Prevention Association of Philadelphia were quoted to illustrate the influence of sports clubs in decreasing crime and delinquency.

Numerous suggestions were made for improving the service rendered by health, physical education, and recreation workers. Among them were the following: cooperate to a greater extent with allied professions and organizations; by means of pamphlets, acquaint the medical doctors in each locality with the school facilities available to them for corrective work; devote more time and effort to the scientific investigation of such problems as the longevity, morbidity, and cause of death of athletes; and attempt to secure greater time allotment for physical education in the schools.

Henry J. Montoye

BOOK REVIEWS

Bresnahan, George T., and W. W. Tuttle, *Track and Field Athletics,* C. V. Mosby Company, St. Louis, 1947, pp. 498. $4.50.

The book covers the sprints, middle distance and distance runs; relay racing; the hurdles; the running broad jump; and the running high jump; the pole vault; shot put, discuss throw and javelin throw.

A brief history of track and field contests preceeds the chapter on conditioning in which diet, elimination, exercise, weight control, rest, sleep, ontoward symptoms, and personal habits are considered. Pre-season preparation and practice schedules are outlined as are the physical aids and treatments for injuries common to training.

Under the several events such factors as type of competitors, form and techniques, high school competition records and common errors are considered. Much stress is laid on the daily weekly schedules of practice for the events. Early mid and late season practices are suggested.

Detailed techniques are carefully described and depicted clearly. Distances and speeds between phases or aspects of the events are noted. The equipment desirable for each event is given. The benefits of research as to track and field techniques are gleaned. The detailed responsibilities for conducting a track and field meet are listed for various officials. Details of track and field construction are given. The book closes with a glossary and index.

This seems to be a splendid source for either the beginning or experienced high school track coach.

Karl W. Bookwalter

Butler, George D., *Recreation Areas, Their Design and Equipment,* Prepared for the National Recreation Association, A. S. Barnes & Co., New York, 1947. 174 pp. $6.00.

This attractively bound, oversized publication (9¼" x 12¼"), "successor to two earlier volumes, 'Play Areas—Their Design and Equipment' and 'New Play Areas—Their Design and Equipment,' issued in 1928 and 1938 respectively" and based on approximately two decades of experience, is literally chock full of many distinctive plans, layouts, and photographs of excellent quality. The one hundred and sixty-nine illustrations have been thoughtfully selected and located among eleven classified chapters skillfully designed to aid the busy recreationist. Chapters include: "Types of Municipal Areas; Design and Construction Features; Playground Apparatus; Pools, Facilities, and Equipment; Buildings; Areas for Games and Sports; The Neighborhood Playground; The Playfield; The Athletic Field; Landscape Design and Development; Preparation of Areas for Winter Use."

The clarity of purpose of this valuable resource reference is enhanced by its oversize, which makes the study of pictures and plans enjoyable rather than an eye-straining experience, and immediately connotes its value along with important encyclopedic volumes. This book adequately serves as an encyclopedia of factual and alternative data essential to the inquiring needs of physical educators in schools, colleges, and universities, and recreation personnel in urban and rural recreation and park departments. In addition, this compendium brings into immediate and sharp focus specific illustrations for further developments, discussions, and decisions by planning committees, commissions, construction consultants and architects. While most if not all illustrations are taken from large city recreation areas, buildings, and facilities, they may serve as guides to groups planning for smaller cities and towns.

A carefully selected and annotated bibliography, for each chapter, has been compiled into one concluding portion of the book. This further meets the fundamental need of recreation personnel for assembling selective and accurate data before final decisions are made to expend large amounts of money for recreation areas. A well-planned and cross-reference index makes this volume easy and efficient to use.

Charles F. Weckwerth

Cook, Edgar M. and John H. Cates, *Observation and Study Guide for Student Teachers,* Second Edition, C. V. Mosby Company, St. Louis, 1947.

This guide, intended for either elementary or secondary teachers, prefaces the basic units with suggestions for use of the guide, for making observations and for student teaching.

There are thirty units on such topics as the school and its community, various methods of instruction, teacher responsibilities, teacher qualifications, the profession, and obtaining a position.

Each unit contains a few selected questions with space for answering them, and selected up-to-date references. Fifty or so student observation sheets conclude the loose leaf guide. The guide might well be used as a work book in a general methods or principles of instruction course.

Karl W. Bookwalter

Iddins, Mae, *Workbook for Physical Education,* C. V. Mosby, St. Louis, Mo., 1947, pp. 162. $2.25.

This workbook for college women is intended to introduce the common sports activities. It may be used by students in the service courses or by teachers and directors in training.

A self inventory emphasizes the health history. A chapter on self-tests describes each test item, but shows no norms. Progressive steps to swimming are outlined. Corrective exercises are listed and described.

Sports such as tennis, horseshoes, archery, soccer, golf, speedball, field ball, touch football, field hockey, shuffleboard, badminton, bowling, and ping pong are presented with questions on rules, equipment, tests and occasional history.

History of physical education, lead up games, and basketball, and canoeing complete part I.

Physical, mental, social and recreational objectives for physical education are listed for discussion.

Volleyball, fencing, swimming strokes, water games, winter sports, minor games, tumbling, relays, formal gymnastics, group games, track and field, obstacle course, jai alai, dart games, lead ups and baseball, softball, rowing, riding, marksmanship, are all covered with excellent questions and activities.

A beginning teacher should find much help in this broad repertoire of activities and their theory aspects.

Karl W. Bookwalter

Kinsey, Alfred C., Wordell B. Pomeroy and Clyde E. Martin, *Sexual Behavior in the Human Male,* W. B. Saunders Company, Philadelphia, 1948, 804 pp. $6.50.

The book is based upon first hand interviews with 12,000 persons and the study is projected to include 100,000 cases eventually. The reproductive function has been the function most neglected, scientifically, in human biology. In this book it is given attention as a biological phenomenon and is divorced from moral values and social custom. The study is representative of ages from 3 to 90, of every

social level, of several racial groups and of every state in the United States.

The history, validity and techniques of the study are presented before the topics of factors affecting sexual outlet and sources of outlets are considered. Masturbation, nocturnal emissions, petting, marital and extra-marital coitus are analyzed from the standpoint of early development, age, sex play, length of active years, frequencies, social level, religious affiliation, institutionalization, prostitution and other factors.

This book should be read by any person responsible for the direction or guidance of the sexual life of persons in any way. Parents, teachers, ministers, psychologists, doctors and judicial officers—all should know these facts which have been presented in a most impersonal and scientific manner. The authors have indeed made a contribution to human knowledge.

Karl W. Bookwalter.

Kozman, Hilda Clute, Rosalind Cassidy and Chester O. Jackson, *Methods in Physical Education,* W. B. Saunders Company, Philadelphia, 1947, pp. 552. $3.50.

This text is for teachers of secondary school boys and girls. It is integrated with secondary education methods courses. Consideration of the total personality of the teacher and pupil is emphasized and concrete examples and selected references are freely given.

The qualifications of the teacher, the nature of his job and the community in which he takes it and of the profession of which he is a part, the nature of the child and his environment and their integration, the process of learning, and finally the nature of the school and its purpose comprise the first four chapters of the text. The aims and growth of physical education as a school subject concluded the first part of the book.

The teaching process, its first steps; the adjustment to the community and the school, introduce the methods part of the book. Building the physical education program in light of selected activities is explained as are details of planning the unit lessons. Stress is laid upon the techniques of guidance and upon the orientation of new students to plant, program and personnel.

Method of presentation and teaching aids, class and extra class management are presented and the text concludes with a chapter upon teacher reappraisal in light of the previous delineation of the teaching task.

Karl W. Bookwalter

Mackintosh, Helen K. *Camping and Outdoor Experiences in the School Program.* Federal Security Agency, Office of Education, Bulletin 1947, Number 4; U. S. Government Printing Office, Washington 25, D. C., 1947, 41 pp. 15 cents.

Educators can no longer ignore the challenge of the school camp, a movement which in the eyes of some represents a new frontier in education and which may in the years ahead have a tremendous impact upon the school curriculum. Miss Mackintosh traces the movement from its beginnings and outlines in some detail the experiments in school camping which have already been undertaken, including: summer day camping; day, overnight and week-end camping during the school year; camp experiences of a week or more; extended camp experiences during the school year; and farm schools or camps. Means of starting school camp and outing programs, simply at first with general outdoor activities, hikes, and outings, but step by step working up to the establishment of a year-round camp, are suggested. The future of camping in schools is considered. Miss Mackintosh writes: "Schools of 1960 may well include camping as an essential part of the year-round program". She adds that schools may follow Dr. Studebaker's suggestion that the long summer vacation be discontinued and the full year be divided into four quarterly terms, with one-fourth of the children between the ages, say, of 10 and 16 attending the camp each quarter while the other three-fourths attend the city schools as usual.

Reynold E. Carlson

National Facilities Conference, *A Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education,* Athletic Institute, Chicago, 1947, pp. 127. $1.50.

Over two years of research and two weeks of the combined efforts of over 50 national leaders, in the various fields indicated, are back of the twelve thousand dollar project represented by this guide.

The outstanding contributions are two-fold. First, standards and recommendations for the several fields and for diversified facilities are brought together in one source. Second, the necessity for unified school and recreation planning is implemented by this guide, which is essentially aimed at that modern concept.

Outdoor facilities and indoor facilities; administrative, instruction-recreation, and service facilities are all outlined for athletics, recreation, physical and health education. There are special chapters on the swimming pool, stadium, field house, and general building features. This guide is a must for school and recreation administrators and the architects who are planning facilities in the delayed surge for adequate provisions for these programs.

Karl W. Bookwalter

Stafford, George T., *Exercise During Convalescence,* A. S. Barnes and Company, New York, 1947, 281 pp. $4.00.

Exercise for convalescents contributed to the proved reduction of hospitalization time and read-

...ions in hospitals of the armed forces during World War II. The disabled veterans and civilians are a present problem for physical medicine and this source of tested and classified exercises should make a valuable contribution in returning patients to physical fitness. This condition may be judged by strength, cardiovascular endurance, speed and coordination.

A planned convalescence activity program prevents atrophy, keeps joints mobile, and maintains strength. Rehabilitation is more than a matter of exercises; the spiritual side of the man must be nourished as well. Rehabilitation employs physical therapy, occupational therapy, therapeutic exercises and eventually recreational activities. These are each discussed. The usual effect of prolonged bed rest has been the loss of fitness.

Exercises for abdominal surgery, amputations, after debilitating illnesses, fractures, heart disturbances and miscellaneous conditions, are classified and carefully described and nicely depicted. Some exercises may be found serving several uses. Treatment for paralysis cases, pulmonary convalescents and for specific body parts are also outlined.

It would seem that prescription of exercises in these technical cases under convalescent conditions would be materially improved by this source, the validity of which should be assured by its practical origin.

Karl W. Bookwalter

Turner, C. E., *School Health and Health Education*, C. V. Mosby, Co., St. Louis, 1947, p. 457. $3.50

This college text gives special consideration to the teachers important part in the school health program. The most important phase is education in health a basic educational objective. The first chapter is essentially a definition of terms and relationships.

The development of the school health program and the duties of its personnel are covered next. The description of the well child and departures therefrom precede the reasons for health education.

General principles underlying health education and its specific objectives precede the planning of the program. The place and scope of healthful school environment and staff, health services and communicable disease control are carefully outlined. Hygienic regimen, physical education safety practices—positive measures to promote health are explained.

Teaching health in the grades and junior and senior high schools is progressively outlined with source materials.

The establishment of community relations and the evaluation of the school health program conclude the text proper. A classified bibliography contributes to the usefulness of this logical and practical source for teachers and administrators.

Karl W. Bookwalter

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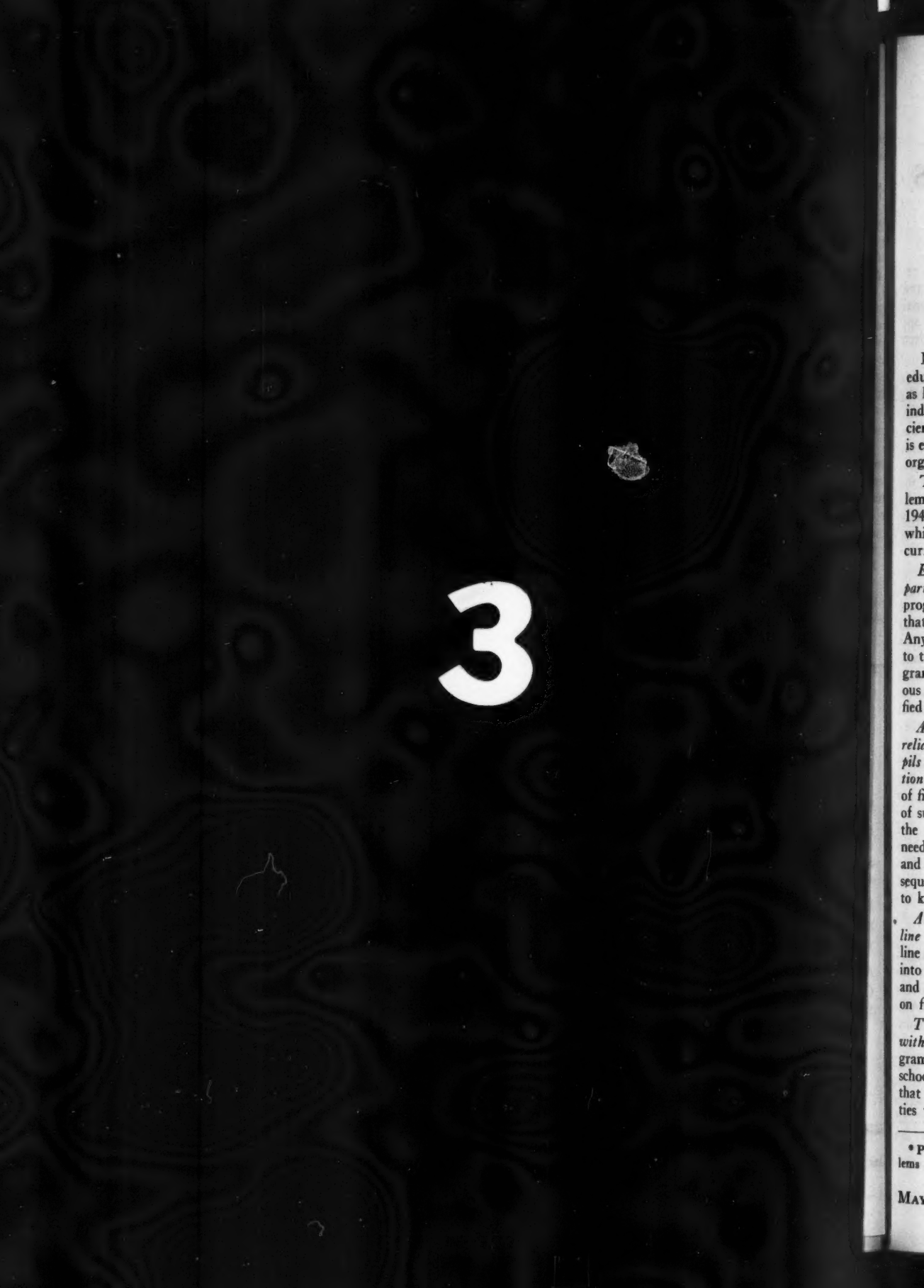

3

Principles For Organizing And Conducting A Curriculum In Physical Education*

C. O. JACKSON, Instructor
and
Louella Chandler, Josephine Coosey, A. R. Graiff, Jeanette Gund, Geneva Hagarty, Paul Johnson, Robert Kurrus, Fred Scharff, and Ruth Toomey

Physical Education is a fundamental method of education, and as such has the same responsibilities as has education, insuring continuous growth of the individual pupil toward physical and social efficiency. In order to assume these responsibilities it is essential that every school program include a well-organized curriculum in physical education.

The students of the Extramural course, "Problems of Physical Education", held in East St. Louis, 1947-1948, have adopted the following principles which we believe are essential to a well-organized curriculum in physical education.

Every school should require one hundred percent participation in the physical education program. The program should be set up, as to time element, so that it meets the requirements of the State Law. Any child who is able to attend school is also able to take part in some kind of physical education program. If the child is unable to take part in a vigorous program, he should be provided with a modified program adapted to his needs.

A comprehensive health examination given by a reliable medical doctor should be required of all pupils before their first entrance in the physical education program. This examination will be the means of finding out real physical handicaps. On the basis of such an examination, pupils can be admitted into the type of program which best fits their health needs. Health records should be kept for all pupils and made available to the proper authorities. Subsequent examinations should be given often enough to keep the health records up to date.

All schools should have a written curriculum outline of the physical education program. This outline should be made to fit the local set up, taking into consideration facilities available, age, sex, needs and interests of the pupils. The outline should be on file in the Superintendent's office.

The curriculum outline should be progressive within and between grades or semesters. The program in physical education, as in other fields of the school curricula, should be progressively graded so that the pupil will be able to participate in activities that are suitable to his development.

The program in physical education should include a wide variety of activities which are approved both socially and hygienically. If we are striving to give the pupils a chance to be physically and socially efficient, we must provide them with enough activities so they may choose those which best fit their needs. A wide variety of activities would also make the program of physical education more appealing to the students.

An adequate system of marking should be established in physical education, and credit should be given toward graduation. Since physical education is an accepted subject of the school program, it must be placed on an equal basis with the other school subjects. The practice of scientific grading and of giving credit for physical education toward graduation are steps toward putting physical education on an equal basis with the other school subjects.

Every teacher of physical education should be well qualified. It is most important to the success of the curriculum in physical education, that the teacher be well qualified and interested in the field of physical education. It is also important that the teacher be well adjusted socially and emotionally. The physical education teacher has an opportunity to set an example that will influence many students, and it is most important that this teacher exhibit a wholesome personality.

There should be ample opportunity for the pupil to develop qualities of leadership. There are perhaps more opportunities in physical education than there are in any other school subject for the child to be given leadership training and practice. Since all learning takes place as the result of the activity of the learner, we must not miss the opportunity of giving the pupils practical experience in leadership.

The physical education curriculum should not overlook its responsibility to the health and safety of the pupil. Organic development and desirable health habits and attitudes can be promoted through healthful physical activity if carried on in an hygienic environment. Safety measures must be taught as a part of all physical activities. Mechanical efficiency in the use of the body, taught through physical activities, will reduce strain and fatigue, and will reduce accidents due to awkwardness.

(Continued on Page 52)

*Prepared in Extramural Course P. E. 102, "Problems in Physical Education."

EMOTIONAL ELEMENTS IN ATHLETICS

Class Report Prepared by
JOHN ARCHER, JOHN ENDWRIGHT and ROY KILBY
Under Dr. Mark Wakefield, Indiana University

It is not our purpose to try and prove any definite facts in this study, but merely to give the reader a review of some of the literature concerned with the element of emotion in athletics.

Briefly, emotion may be defined as an agitation of the mind or excitement of the feelings, whether agreeable or disagreeable.

Of all the specialists, none have greater influence upon the mental health than do instructors in physical education. Their contact with the physical side of the pupil is so intimate, and their touch upon the ethical, social, and even moral side is so close that they, above all others, should realize their opportunities and responsibilities in creating good mental attitudes.

Protection on the emotional level, while little thought of in the past, is of utmost importance. Children should not be required to enter into activities which are too difficult for them. By so doing they become self-conscious, discouraged and extremely sensitive to the opinions of the group. On the other hand, constantly being in activities which do not require an individual to extend himself is equally dangerous. The individual in this situation becomes content with the good when the best should be his goal.

Competitive games give rise to marked emotions. They offer bodily contact in chasing and fleeing, in outwitting an opponent, many of the same elements that characterize primitive fighting. The emotions accompanying them correspond to primitive reactions of fear, anger, exultation, and pride.

The emotions set free during a contest are the very source of devotions to high causes and worth while ends. These are moments for fixing of values; the metal is ready to be poured; the iron is hot. Fine conduct in a situation where all the force of primitive emotions may lead to primitive and uncivilized behavior is always a triumph for education and represents the sort of results to which games should contribute.

It seems quite clear that the high emotionality frequently associated with athletics is an expression of little worth. To be overwrought because a certain team loses does not contribute to sane judgments nor illustrate adherence to major interests. In testing oneself it may be noted that to refuse to boast in the presence of a vanquished opponent or to weep before a victorious one is no measure at all of sportsmanship or level of control. The test is rather something like this: if winning do you feel no self-gratulation, or if losing, do you feel no sense of humiliation? In short, are your emotions reserved for vital issues, devoid of sentimentalities and personal pride? Without competent educational leadership, the emotions aroused by games are apt to be volatile, mixed in values, exhaustive, and often harmful.

In setting up a program, activities which are valuable in arousing and expressing emotions should be chosen. The development of the intellectual capacities has so engrossed educators that they have devoted little thought and attention to the emotions, which are generative forces behind most conduct. Man's behavior has sprung from emotions and instinct for so many thousands of years that we cannot expect our conduct today to be based largely upon intelligence. What is needed in our schools, as much as anything else, is provision for the education of the emotions.

Physical education and athletics occupy a strategic position among the school subjects for guiding and modifying the emotions. Man craves sports and games which are dramatizations of situations that exercise the old radical instincts and emotions. Emotional stability is only achieved through practice in controlling and modifying the feelings released. Physical education makes a most substantial contribution to education in providing a laboratory setting in which emotional control is practiced. In view of this fact, the curriculum of physical education should include those activities which are particularly valuable in arousing and offering an outlet for emotional expression. Body contact activities, such as football, basketball, soccer, and wrestling are very effective in this respect because they exercise deeper, more powerful emotions than many of the noncontact activities. The contact sports are even of benefit to spectators, who experience them vicariously and give expression to their aroused emotions by cheering.

Girls may not need to give expression to "fighting instincts" as do boys but they do need to learn to cooperate with and to compete against others and, in doing both, to control their emotions. Athletics properly supervised furnish excellent laboratory practice for these things.

Blanche Trilling from the University of Wisconsin says whether their emotional instability is temporary, and will disappear when men and women are treated alike, or whether it is fundamental, all agree at present that it does exist. Girls are

(Continued on Page 51)

Gymnastic Stunt Day at Richard Henry Dana Junior High School

DAVID BRIGGS, FORD LYNCH, ROBERT RUFF and FRED EKLUND
Los Angeles, California

At the suggestion of our Supervisor, Mr. Martin Trieb, we held our first stunt day during the fall of 1946. The participation and interest was such that we decided to make it an annual event. This year we had approximately 400 participants and 500 spectators. Of the 400 participants, 110 placed in one or more of the events. The stunt day was held on Wednesday, December 5th, 1947, beginning at 3:30 P. M.

Events.—Each physical education teacher prepared a list of events for the stunt day. The events were to be of a "stunt" nature with an element of "luck" in them where possible. The physical education staff then met as a committee and picked the events from the various lists to be included in the stunt day. At the suggestion of Mr. Lynch, we added the mass poly-rhythmic drill for all participants.

Classification.—In order to encourage participation, we classified the students both by grade and exponents. In all events where there was personal contact, participants were classified by exponents. In all other events participants were classified by grades. There were six divisions in each classification. Exponent divisions: A, B, C, D, E, F, Grade divisions: A9, B9, A8, B8, A7, B7.

Preparation.—Early in the semester, announcements were made to all the physical education classes and notices were posted on the bulletin boards. As part of our conditioning exercises we included basic exercises which would help prepare the student for the stunt day, such as frog stand, push ups, jumping, etc. Three weeks before the stunt day, all classes were given the polyrhythmic drill as a conditioning exercise and for three days preceding the stunt day, all classes were combined for the polyrhythmic drill with the teachers alternating in directing the drill. Training was given in the other events such as football dropkick, tumbling, etc. when these subjects were taught in our regular program. Circles and lines were drawn two weeks before the stunt day for the rooster fight and the hand wrestling and many of the students practiced these events during the nutrition and lunch periods.

Organization and Administration.—The physical education teachers met several times before the stunt day to plan for the event. Student officials were used under the supervision of teachers. Several class room teachers volunteered to help supervise. Two students were assigned to each event and a teacher to each area. During the week before the stunt day, all officials were called together and a study was made of the rules, and instructions were given in judging the various events. The student officials were given the responsibility for having all necessary equipment and supplies for their event.

Entry Procedure.—Students were asked to sign up for the various events for the promotion value of the sign up. No one was kept out of competition because he did not sign up. Participation was limited to three events plus the tug-o-war. Since the events are not strenuous, it was decided to permit participation in five events next year. It is felt that this will increase interest and help establish better records.

Qualifying.—Since some of the students looked around for events with few entries and got in them just for a place, we decided to require qualifying records next year. The qualifying records will be kept low so as not to discourage anyone from entering. A major aim of the stunt day is to get as many participants as possible.

Order and conduct of events.—The stunt day opened with the polyrhythmics directed by Mr. Eklund. The students moved directly from the polyrhythmics to areas which had been marked off by grade or classification. A place for spectators was set up directly across from the participants area. Events in which mass participation was possible were run first and were as follows: handstand for time, hand wrestling, frog stand, rooster fight, three consecutive jumps, push ups, walking on the hands for distance, and tug-o-war. The following events were run at the same time and participants moved from one to the other as they completed their tries: tumbling, jump and reach, under bar snap, horizontal bar, pull ups, basketball free throw, and football dropkick.

In the handstand, all participants were grouped by divisions and upon signal all divisions kicked up to a handstand and judges noted the time and winners of each division. The frog stand was conducted in the same manner as the handstand. The hand wrestling was run on a single elimination basis, all divisions competing at the same time. Lines were drawn for each division.

In the three consecutive jumps, all contestants were lined up by divisions. All jumped at the same time and held their positions for measurements. Circles were drawn, ten feet in diameter, for the rooster fight and all divisions were run at the same time. Each division had a separate circle in which to compete.

(Continued on Page 52)

Indiana Physical Fitness Test for the Elementary Level (Grades 4 to 8)

by
C. C. FRANKLIN, DIR. P. E.
and
N. G. LEHSTEN, M. S.
Prepared under the direction of Karl W. Bookwalter, Director Bureau of Service and Research School of Health, Physical Education and Recreation, Indiana University
With the cooperation of Robert Yoho, Director, Division of Health and Physical Ed. Indiana State Board of Health

There are many tests which have been devised as measures of physical fitness, but few are practical for or widely used in the elementary grades. The test that is included here was prepared to meet the need for a short test that could be easily administered without expensive apparatus in a minimum amount of time.

The state norms for this test on the elementary level were the result of a study of over four thousand boys and girls in grades four through eight. This study was conducted by Cecil C. Franklin, as Assistant in The Bureau of Service and Research, School of Health, Physical Education, and Recreation, Indiana University, and Nelson G. Lehsten, Instructor and Critic Teacher, University High School, Bloomington, Indiana.

The test which follows is for the purpose of measuring the physical fitness achievement of elementary school pupils in the physical education programs. It is suggested that the test be given at least at the beginning of the fall semester, and again at the close of the spring semester.

While the Indiana Physical Fitness Test is not proposed as a best test, it is a valid modification of the Indiana Motor Fitness Indices[1], having a correlation of .767 with a criterion of twelve highly selected and varied items with high school age boys. Raw scores have been utilized in place of more desirable T-scores in order to reduce computations and to make test calculations easier.

The norms have been established for each of six classification groups determined arbitrarily from the Classification Index I[2], scores, which were computed from a best combination of age, height, and weight.

[1] Bookwalter, Karl: *"Further Studies of the Indiana University Motor Fitness Indices"*, Bulletin of the School of Education, Indiana University, Vol. XIX No. 5, Sept. 1943.

[2] McCloy, C. H.; *"Tests and Measurements in Health and Physical Education"*, F. S. Crofts Co., New York, 1946, p. 46.

DIRECTIONS FOR ADMINISTERING THE TEST

The test can be given in approximately fifty minutes. It is advisable to have the class practice the test items once using the same arrangement as that which will be used when the final test is given. This will prevent loss of time and it will familiarize the pupils with the test items.

It is suggested that whenever possible, two testors should work with a class divided into two groups. The one group can be tested on Straddle-Chins, Push-Ups, and Squat-Thrusts, while the other group is checked on the squad administered Vertical Jump. When each group has completed testing at their respective stations, they can exchange places and complete the test. Where only one testor is present for class testing, it will be necessary to test the class as one group. This will consume a longer period of time.

In the preparation for testing, each pupil should be given a test blank (see sample) and should have a pencil. The testor should instruct pupils to print their names and school, and indicate their sex, and grade. This work can best be done in the class room prior to the actual time for testing. The age to the nearest half year, the height to the nearest inch, and the weight to the nearest pound should also be recorded on the test blank prior to testing. The procedure for doing this will depend upon the facilities of the various schools.

When the class arrives in the gymnasium or testing area, they should have their test blanks and a pencil, with them, and the above mentioned information recorded on their individual blanks. Then the following procedure is suggested:

1. Have the class aligned in a single front line, shoulder to shoulder, and facing the testor. In mixed classes it may be advisable to put the boys together from one end of the line and the girls together from the opposite end of the line.

2. Have the class count off by two's beginning from the right end of the line which we will later refer to as the head of the line.

3. Number one's raise their right hand (Testor should check for errors in counting), and look to the person on their left who will be their partner.

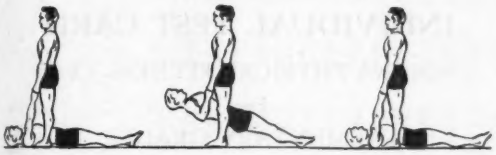
4. Number one's lower their hands and take two steps forward, turn about, and face their partners, numbers two. Now number ones should be facing number twos with about three to five feet between them.

5. Have the class take arms distance sideward from the head of the line by raising arms sideward until finger-tips barely touch those of the person on either side. The testor should remind pupils that they should still be opposite and facing their partner.

Now, with the class in a suitable alignment, the testor may proceed with the test items described as follows:

Rules For Physical Fitness Test Items

Straddle-Chins



1. Numbers one lie on their back with arms sideward on the floor, at shoulder level.

2. The forearms are bent to the vertical. Upper arms remain on the floor.

3. Numbers two stand astride and facing the heads of numbers one, the insteps of the feet *outside* and *touching* the elbows of ones.

4. Partners then clasp hands, using bent finger hold (use cleaning tissue to protect from long fingernails). *This is the starting position.*

5. Number ones chin up, using the arms, until the chest meets firm resistance with partner's thighs. Both partners keep legs and back straight. The arms of the supporting partner are straight throughout, his head is erect.

6. Numbers one lower themselves back to the floor. *This is one complete straddle chin.* Do as many of these as possible. No resting is allowed. Supporting partner counts straddle chins aloud.

7. Partners record total number of *complete* straddle chins on test blank. No partial credits are allowed.

8. Partners exchange places and numbers two perform while number one assist and record.

9. When all have performed, numbers one will then exchange places with numbers two and prepare to perform the next test items while numbers two count and record.

Push-Ups (for boys)

1. From a standing position place the hands on the floor shoulder width apart and extend the legs backward, feet together, back and arms straight with the weight supported on the hands and toes only. *This is the starting position.*

2. Lower the body, by bending the arms, until the chest touches the floor.

3. Push the body back up to the starting position by straightening the arms. *This counts as one push-up.* The head, trunk and legs should remain in a straight line throughout the movement. The push-ups shall be done without rest in between.

Partners count and record the complete push-ups the performer does. No partial credits are allowed.

4. Partners change positions and repeat.

Push-Ups (for girls)

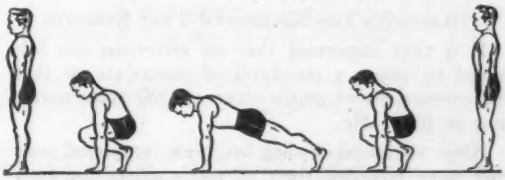
1. The pupil lies on the floor, face downward, knees bent to a right angle, hands on the floor directly under the shoulders and body straight from the knees to the head. *This is the starting position.*

2. Push-up to a position where the arms are straight. *This counts as one push-up.* Repeat as many times as possible without resting between push-ups.

When lowering the body to the floor, touch only the chest to the floor. Do not bend the hips or sway backwards. The push-ups shall be done without rest in between. Partners will count and record.

3. Partners exchange places and repeat.

Squat-Thrust (Burpee-Test)



1. The pupils start from a standing position, feet together.

2. Come to a full squat, placing both hands upon the floor alongside and outside of legs.

3. Extend both legs backward, arms straight, coming to a front support.

4. Return to a full squat position.

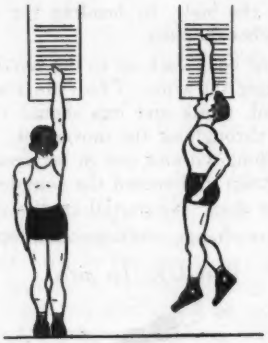
5. Return to standing position. *This is one complete squat-thrust or Burpee.* The pupils do this

exercise as many times as possible in twenty seconds. Partners count aloud and record the number completed.

6. Partners exchange places and repeat.

7. The teacher may use a stopwatch and whistle to start and stop the pupils or she may count one thousand one, one thousand two, etc. up to one thousand twenty.

Vertical Jump (Jump and Reach)



1. The pupil stands facing the wall, toes against the wall, feet flat on the floor.

2. With a short piece of chalk the pupil reaches up as high as he can (keeping feet flat on floor) and makes a short horizontal mark. (Teachers make sure that the *full* reach is made.)

3. Turning sideways to the wall the pupil crouches and jumps as high into the air as possible at the same time reaching up and making a second horizontal chalk mark as high up as possible. The vertical distance between the *top* of the initial reach mark and the *top* of the jump mark is recorded to the nearest half inch as the pupils' vertical jump. The best of three trials is recorded. Measure only the highest mark of the three trials in order to save time. More than one vertical jump station may be used if competent assistants are used.

DIRECTIONS FOR RECORDING TEST RESULTS

It is very important that all directions are followed to assure a standardized procedure so that the comparison of pupils scores to the state norms may be justifiable.

After the pupil testing has been completed, and they have recorded their partner's scores for each item on his test blank, the blanks are collected by the testor.

To determine the Classification Index for each case refer to Table I. Run down the column marked Height until you find the proper figure for a given pupil. Then go across the age row, at the top of the table, until you find the pupil's age to the nearest half year as listed on his test blank. Run down this column vertically until you find a number which is in the horizontal line with his height; to this number add his weight in pounds and the result will be his or her Classification Index.

In computing test scores add the raw scores of the Straddle-Chins, Squat Thrusts and Push-Ups. Place the total on the line just beneath the score for Push-ups. Multiply this number by the score made on the Vertical Jump. Divide the answer obtained by ten (mark off one decimal place to the left), round off to the nearest whole number, and record in the space provided at the bottom of the test blank.

The pupil's scale score on the norms is determined by looking under the Classification Group (for the proper sex), Table II or III in which his or her Classification Index falls. Run down the vertical column under the proper Classification Index grouping until the raw or test score is found, then go across horizontally to the right or to the left until the proper scale score is found in either of the outside columns labeled "Scale Score."

INDIVIDUAL TEST CARD

INDIANA PHYSICAL FITNESS TEST

For

ELEMENTARY GRADES

Name .....

School .....

City .....

(Check one below)

Grade ..... Boy ..... Girl .....

Heights ..... inches. Weight ..... pounds.

Age ..... (to nearest half year)

*CLASSIFICATION INDEX

1. Straddle Chins .....
2. 20 Sec Burpee (Squat Thrust) .....
3. Push-ups (Floor) .....

* .....

4. Vertical Jump
   (To nearest half inch) .....

* .....

**NOT to be used by testor*

TABLE I

A table for Computing Classification Index I (20A + 6H) for Boys and Girls

* Drawings by the Courtesy of Henry Lohse, Dept. Physical Education, Public Schools, Indianapolis, Indiana.

TABLE I

A table for Computing Classification Index I (20A + 6H) for Boys and Girls
The value obtained, when added to the weight, give Classification Index I*

Height in inches	Age in Years and Half Years																
	9	9.5	10	10.5	11	11.5	12	12.5	13	13.5	14	14.5	15	15.5	16	16.5	17
48	468	478	488	498	508	518	528	538	548	558	568	578	588	598	608	618	628
49	474	484	494	504	514	524	534	544	554	564	574	584	594	604	614	624	634
50	480	490	500	510	520	530	540	550	560	570	580	590	600	610	620	630	640
51	486	496	506	516	526	536	546	556	566	576	586	596	606	616	626	636	646
52	492	502	512	522	532	542	552	562	572	582	592	602	612	622	632	642	652
53	498	508	518	528	538	548	558	568	578	588	598	608	618	628	638	648	658
54	504	514	524	534	544	554	564	574	584	594	604	614	624	634	644	654	664
55	510	520	530	540	550	560	570	580	590	600	610	620	630	640	650	660	670
56	516	526	536	546	556	566	576	586	596	606	616	626	636	646	656	666	676
57	522	532	542	552	562	572	582	592	602	612	622	632	642	652	662	672	682
58	528	538	548	558	568	578	588	598	608	618	628	638	648	658	668	678	688
59	534	544	554	564	574	584	594	604	614	624	634	644	654	664	674	684	694
60	540	550	560	570	580	590	600	610	620	630	640	650	660	670	680	690	700
61	546	556	566	576	586	596	606	616	626	636	646	656	666	676	686	696	706
62	552	562	572	582	592	602	612	622	632	642	652	662	672	682	692	702	712
63	558	568	578	588	598	608	618	628	638	648	658	668	678	688	698	708	718
64	564	574	584	594	604	614	624	634	644	654	664	674	684	694	704	714	724
65	570	580	590	600	610	620	630	640	650	660	670	680	690	700	710	720	730
66	576	586	596	606	616	626	636	646	656	666	676	686	696	706	716	726	736
67	582	592	602	612	622	632	642	652	662	672	682	692	702	712	722	732	742
68	588	598	608	618	628	638	648	658	668	678	688	698	708	718	728	738	748
69	594	604	614	624	634	644	654	664	674	684	694	704	714	724	734	744	754
70	600	610	620	630	640	650	660	670	680	690	700	710	720	730	740	750	760
71	606	616	626	636	646	656	666	676	686	696	706	716	726	736	746	756	766
72	612	622	632	642	652	662	672	682	692	702	712	722	732	742	752	762	772
73	618	628	638	648	658	668	678	688	698	708	718	728	738	748	758	768	778
74	624	634	644	654	664	674	684	694	704	714	724	734	744	754	764	774	784
75	630	640	650	660	670	680	690	700	710	720	730	740	750	760	770	780	790
76	636	646	656	666	676	686	696	706	716	727	736	746	756	766	776	786	796
77	642	652	662	672	682	692	702	712	722	732	742	752	762	772	782	792	802
78	648	658	668	678	688	698	708	718	728	738	748	758	768	778	788	798	808

To use this table to compute Classification Index I, find the number *below* the age reckoned to the last half year, and to the *right* of the height taken at the last full inch, and add this to the weight. E. G. If the individual is 16 years and four months old, 66.7 inches tall and weighs 121 pounds, the result will be 716 + 121 — 837, which is his Classification Index I. All ages of 17 or more are calculated as for 17 years.

* McCloy, C. H., The Measurement of Athletic Power, A. S. Barnes & Co., New York, 1939, p. 119. (An Adaptation.)

Table II
Indiana Physical Fitness Test State Norms for Elementary Boys (Grades 4-8)
Classification Index Groupings

	Scale Score	Up to 609	610-644	645-679	680-714	715-749	750 and over	Scale Score
	100	109	124	124	140	145	159	100
	99	108	122	122	138	144	158	99
	98	106	121	121	136	142	156	98
	97	105	119	119	135	140	154	97
E	96	104	118	118	133	139	152	96
X	95	102	116	116	132	137	151	95
C	94	101	115	115	130	135	149	94
E	93	100	113	113	128	134	147	93
L	92	99	111	112	127	132	145	92
L	91	97	110	111	125	130	144	91
E	90	96	108	109	123	129	142	90
N	89	95	107	108	122	127	140	89
T	88	93	105	106	120	125	138	88
	87	92	104	105	118	124	136	87
	86	91	102	103	117	122	135	86
	85	90	101	102	115	120	133	85
	84	88	99	100	113	119	131	84
	83	87	98	99	112	117	129	83
	82	86	96	97	110	115	128	82
	81	85	95	96	108	114	126	81
	80	83	93	94	107	112	124	80
	79	82	92	93	105	110	122	79
	78	81	90	92	103	109	121	78
	77	79	89	90	102	107	119	77
	76	78	87	89	100	105	117	76
	75	77	86	87	99	104	115	75
	74	76	84	86	97	102	114	74
G	73	74	83	84	95	100	112	73
O	72	73	81	83	94	99	110	72
O	71	72	80	81	92	97	108	71
D	70	70	78	80	90	95	107	70
	69	69	77	78	89	94	105	69
	68	68	75	77	87	92	103	68
	67	67	74	76	85	90	101	67
	66	65	72	74	84	89	100	66
	65	64	71	73	82	87	98	65
	64	63	69	71	80	85	96	64
	63	61	68	70	79	84	94	63
	62	60	66	68	77	82	92	62
	61	59	65	67	75	80	91	61
	60	58	63	65	74	79	89	60
	59	56	62	64	72	77	87	59
	58	55	60	62	70	75	85	58
F	57	54	59	61	69	74	84	57
A	56	53	57	59	67	72	82	56
I	55	51	56	58	66	70	80	55
R	54	50	54	57	64	69	78	54
	53	49	53	55	62	67	77	53
	52	47	51	54	61	65	75	52
	51	46	50	52	59	64	73	51

Table II (cont'd).
Indiana Physical Fitness Test State Norms for Elementary Boys (Grades 4-8).
Classification Index Groupings

Scale Score	Up to 609	610-644	645-679	680-714	715-749	750 and over	Scale Score
50	45	48	51	57	62	71	50
49	44	47	49	56	60	70	49
48	42	45	48	54	59	68	48
47	41	44	46	52	57	66	47 F
46	40	42	45	51	55	64	46 A
45	38	41	43	49	54	63	45 I
44	37	39	42	47	52	61	44 R
43	36	38	40	46	50	59	43
42	35	36	39	44	49	57	42
41	33	34	38	42	45	54	41
40	32	33	36	41	44	52	40
39	31	31	35	39	42	50	39
38	29	30	33	37	40	48	38
37	28	28	32	36	39	47	37
36	27	27	30	34	37	45	36
35	26	25	29	33	35	43	35
34	24	24	27	31	34	41	34
33	23	22	26	29	32	40	33 P
32	22	21	24	28	30	38	32 O
31	21	19	23	26	29	36	31 O
30	19	18	21	24	27	34	30 R
29	18	16	20	23	25	33	29
28	17	15	19	21	24	31	28
27	15	13	17	19	22	29	27
26	14	12	16	18	20	27	26
25	13	10	14	16	19	26	25
24	12	9	13	14	17	24	24
23	10	7	11	13	15	22	23
22	9	6	10	11	14	20	22
21	8	4	8	9	12	19	21
20	6	3	7	8	10	17	20
19	5	1	5	6	9	15	19
18	4		4	4	7	13	18 I
17	3		3	3	5	12	17 N
16	1		1	1	3	10	16 F
15					2	8	15 E
14					1	6	14 R
13						4	13 I
12						3	12 O
11						1	11 R
10							10
9							9
8							8
7							7
6							6
5							5
4							4
3							3
2							2
1							1

Table III
Indiana Physical Fitness Test State Norms for Elementary Girls (Grades 4-8)

	Scale Score	Classification Index Groupings: Up to 609	610-644	645-679	680-714	715-749	750 and over	Scale Score
	100	110	121	146	154	129	105	100
	99	108	119	144	152	128	104	99
	98	107	118	142	150	126	103	98
	97	106	116	141	148	124	102	97
	96	104	115	139	146	123	100	96
E	95	103	114	137	144	121	99	95
X	94	101	112	136	142	120	98	94
C	93	100	111	134	140	118	97	93
E	92	98	109	132	138	116	96	92
L	91	97	108	131	136	115	94	91
L	90	96	106	129	134	113	93	90
E	89	94	105	127	132	112	92	89
N	88	93	103	126	130	110	91	88
T	87	91	102	124	128	109	89	87
	86	90	101	122	126	107	88	86
	85	88	99	121	124	105	87	85
	84	87	98	119	122	104	85	84
	83	86	96	117	120	102	84	83
	82	84	95	116	118	101	83	82
	81	83	93	114	116	99	82	81
	80	81	92	112	114	98	81	80
	79	80	91	111	112	96	80	79
	78	79	89	109	110	94	78	78
	77	77	88	107	108	93	77	77
	76	76	86	106	105	91	76	76
	75	74	85	104	103	90	75	75
	74	73	83	102	101	88	73	74
	73	71	82	101	99	86	72	73
G	72	70	81	99	97	85	71	72
O	71	69	79	97	95	83	70	71
O	70	67	78	96	93	82	68	70
D	69	66	76	94	91	80	67	69
	68	64	75	92	89	79	66	68
	67	63	73	91	87	77	65	67
	66	61	72	89	85	75	64	66
	65	60	71	87	83	74	62	65
	64	59	69	86	81	72	61	64
	63	57	68	84	79	71	60	63
	62	56	66	82	77	69	59	62
	61	54	65	81	75	68	57	61
	60	53	63	79	73	66	56	60
	59	52	62	77	71	64	55	59
	58	50	61	76	69	63	54	58
F	57	49	59	74	67	61	53	57
A	56	47	58	72	65	60	51	56
I	55	46	56	71	63	58	50	55
R	54	44	55	69	61	56	49	54
	53	43	53	67	59	55	48	53
	52	42	52	66	57	53	46	52
	51	40	51	64	55	52	45	51

Table III (cont'd).
Indiana Physical Fitness Test State Norms for Elementary Girls (Grades 4-8)

Scale Score	Classification Index Groupings						Scale Score
	Up to 609	610-644	645-679	680-714	715-749	750 and over	
50	39	49	63	53	50	44	50
49	37	48	61	51	49	43	49
48	36	46	59	49	47	41	48
47	35	45	58	47	45	40	47 F
46	33	43	56	45	44	39	46 A
45	32	42	54	43	42	38	45 I
44	30	41	53	41	41	37	44 R
43	29	39	51	38	39	35	43
42	27	38	49	36	37	34	42
41	26	36	48	34	36	33	41
40	25	35	46	32	34	32	40
39	23	33	44	30	33	30	39
38	22	32	43	28	31	29	38
37	20	31	41	26	30	28	37
36	19	29	39	24	28	27	36
35	17	28	38	22	26	25	35
34	16	26	36	20	25	24	34
33	15	25	34	18	23	23	33
32	13	23	33	16	22	22	32 P
31	12	22	31	14	20	21	31 O
30	10	21	29	12	19	19	30 O
29	9	19	28	10	17	18	29 R
28	8	18	26	8	15	17	28
27	6	16	24	6	14	16	27
26	5	15	23	4	12	14	26
25	3	13	21	2	11	13	25
24	2	12	19	1	9	12	24
23		11	18		7	11	23
22		9	16		6	9	22
21		8	14		4	8	21
20		6	13		3	7	20
19		5	11		1	6	19
18		3	9			5	18
17		2	8			3	17
16		1	6			2	16
15			4			1	15
14			3				14 I
13			1				13 N
12							12 F
11							11 E
10							10 R
9							9 I
8							8 O
7							7 R
6							6
5							5
4							4
3							3
2							2
1							1

THE PLACE OF UNDERSTANDING IN HEALTH AND PHYSICAL EDUCATION

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Understanding in health and physical education is that ***knowledge*** or insight which comes from familiarity due to experience; plus ***judgment,*** the ability to appraise as to value; plus ***appreciation,*** an intelligent sympathetic attitude concerning something. Thus defined the power of understanding involves more than mere facts determined by scientific methods or *opinions* substantiated by expert judgment.

The ***validity*** of understanding as a physical education outcome is attested by statements, each of a highly representative sample of the leaders in this field. The more recent or important writings of Glassow and Broer,[2] Hetherington,[3] LaPorte,[4] Nash,[6] Nixon and Cozens,[7] Staley,[8] Wayman,[9] Williams,[10] and others, representing men and women, philosophy, administration, research and all school levels, give this assurance.

From the grades through college understandings are essential to the total development of the individual, both in and through health and physical education activities. If these learnings are to be integrated in the individual there must be integration in the related fields of health education, physical education, recreation, and athletics. This integration will receive one source of impetus from a careful determination of objectives in each area. With these objectives as essential guides, activities should be selected according to relative values. Appropriate methods of instruction and organization of sound activities will do much toward the attainment of the desired outcomes. How much achievement has been made can be determined only by careful measurement. The results of measurement will in turn guide in the improvements of objectives, activities, and methods, and so on in a benign circle of increasing effectiveness.

The field of health and physical education is quite commonly accepted by those working in this area as connoting an "education *of* and ***through*** the physical. The optimal growth, development, and adjustment of an organismic individual by means of large muscle activities, in which personal and social needs get due consideration, is the end in view. Sports education looms large in such a program, of necessity, but health, safety, recreation, and social needs are ultimate goals intimately and intrinsically woven into the immediate sports outcomes.

The statement above is conductive to controversy unless it be explained that the physical and mental education are but convenient terms descriptive of particular emphases which might be made at certain times but which do not and can not exist as separate entities since the child is an organism reacting totally-but with varying emphases at different times—to the total situation.

To teach a child to swim, for example, he must not only ***be able*** to float and to propel himself but he must ***know*** the appropriate means of swimming. Further, it is not enough that he succeed once in the required skill. If his education in this regard is to function in life he must have an attitude favorable to continued participation in such activity as swimming. While *learning* this activity he must understand *why* he should do it this way rather than that, *what* are the certain hazards involved, *how* to avoid them, *where* he can and should swim, with whom he should swim, whether he is in condition at that time to swim, and even how well he swims. In other words, a complete answer to his swimming problem is the ideal swimming instruction. As McCloy has said—" a rich motor experience involving *ideas* and word phrases is essential to transfer".

Indicative of the validity of understandings as outcomes of health and physical education is the objective, ***"development of the intellectual mechanisms"***, included by Hetherington[1] as one of his four developmental objectives for the field. More recently Nash[2] has supported this same philosophy by proposing the same four-fold development in which he included "interpretive-cortical development" as one aspect. These authors, leaders in our field, interpret this objective as being the accumulation of meanings through activity, the power to think in terms of the big muscle activities, the acquisition of insights and strategic judgments. Williams and Brownell[3] contemporaneously subscribe to ***"develop attitudes toward play"*** and ***"standards of sportsmanship"***. It is obvious that socially sound attitudes and standards for health and physical education must be based upon a complete understanding by the individual of his relationships to the activities and to society in the matter of health and physical education.

Staley[4] holds that the final conduct objective for the sports curriculum is "participating in sports, a

[2] See bibliography at end.

[1] Hetherington, Clark. *The School Program in Physical Education*, p. 26.
[2] Nash, Jay B. *The Administration of Physical Education*, p. 103.
[3] Williams, J. F., and Brownell, C. L. *The Administration of Health and Physical Education*, p. 46.
[4] Staley, S. C. *Sports Education*, p. 36.

(Continued on Page 53)

The Teaching of Tumbling in The Elementary School (Grades 4 Through 8)

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As an all around physical developer, tumbling is difficult to surpass. With the exception of mats, little equipment is needed. When outdoors, one can use the grass, sand piles or beaches, snow drifts and hay mows as substitutes for the mats. Parents sometimes complain about their children practicing on the bed mattresses adding another to the list of soft places where children can tumble.

With such a wide range of movements, from the simple to the complex, even the most awkward or the highly skilled performer can find movements or combinations that suit him and challenge his ability. Since all grade school pupils like a good challenge, tumbling as an activity serves this purpose very well.

Besides offering an excellent all-round workout, tumbling developes rhythm, timing, coordination, quick reaction, endurance and speed. It is a fine activity for developing school spirit, and many behavior problems can be solved throughout the school by interesting such individuals in the tumbling team.

Every pupil has a desire to excel in something, and many who have not been able to achieve this end in other sports or in academic work may find their "place in the sun" through tumbling activities. I have in mind a few boys who were in a mentally deficient class. School to them was tumbling—otherwise they would have had no interest in remaining. They actually persevered developing into topnotch performers.

As a carry over into later life, it is excellent. One can adapt and regulate the difficulty of tumbling activities according to age. The author knows this to be true because, at 42, he still gets a thrill from going into a fairly difficult front or back routine. Also he has seen men at 55 and 60 years of age who could turn front and back handsprings or even a back somersault. Of course, they were in unusually good physical condition.

Tumbling, as a background for apparatus work, cannot be surpassed. All apparatus workers must know the fundamentals of tumbling activities. The very nature of the activity—the turns, the twists about the different body axes, the tucks, and extensions—all these carry over into apparatus work.

The following outline, developed through many years of experience in teaching tumbling to elementary school pupils, boys' clubs, Turnverein groups, and university gym teams, is presented as a practical approach.

Teaching Devices and Usable Supplemental Materials

Visual Aids: A number of excellent films are now available from various sources.

Pictures, Snapshots: Many good pictures can be collected, and snapshots of performances should be placed on bulletin boards.

Charts: A series of pictures showing the stunts required for the boys' and girls' physical achievement tests as used in the Cincinnati Public Schools were taken by Joseph Kraus, a physical and health education teacher. The Board of Education made charts of those pictures and sent them to all elementary and junior high schools for display.

Demonstrators: If not the teacher, proficient students may be used to show the work. Students from upper grades may demonstrate tumbling for the lower grades, but this should be not overdone.

Adept high school gym team boys may be brought in for exhibitions after school; likewise skilled tumblers from schools or clubs in your immediate vicinity.

Safety Belts: The main purposes of belts are for safety and to give the performer the "feel", the belt being used for the more difficult and intricate stunts such as back flip-flops, forward and backward somersaults and toe pitches. The assistants handling the belt should be persons who know the activity especially from the standpoint of timing.

Safety belts are not used frequently in the regular physical education class in elementary schools. However, if there is a tumbling team and if the instructor can help assist with the belt, this becomes an excellent device.

Working Down Hill: Through experience, I have found that tumbling down hill (at not too great an angle) is a good device to learn tumbling. Although activities become easier because of the momentum gained, caution is to be exercised.

Rolled Mats: A good device for teaching head- and handsprings, dive rolls, and forward somersaults is by the use of rolled mats. The placement of head and hands on the mat for head-and handsprings gives more height and more time to concentrate and turn the body. The mat offers an obstacle for the dive roll, becoming a teaching device to gain more height. For teaching the forward somersault, a few rolled mats piled on top of each other is another device for developing height.

Obstacles: Rolled mats (stacked upward, or rolled and placed beside each other) may be used in dives and somersaults by the tumbling team.

High-jump standards may be used for developing dives and forward somersaults. Raising the cross bar develops height. (Tumbling team)

Teacher's desk, with a mat placed over the top, may be used for forward rolls, shoulder rolls, head- and handsprings, long dives, and forward and backward somersaults off the desk. (Tumbling team). These activities can be used with the springboard. (Tumbling team only, and supervised by the teacher).

Miscellaneous Equipment: A good Industrial Arts man in a school can make some equipment such as: low parallel bars, stairs on which boys like to practice walking up and down on their hands, and handstand pommels for practicing handstands. All of the equipment mentioned develop skills that can be easily worked into exhibitions or circus programs. Pyramid ladders, also, can be made.

Use of Assistants or Spotters: Assistants or spotters have a place in the elementary program, but they are limited. With activities such as head-and handsprings, head-and handstands, snap ups and the more fundamental stunts, they can be used. The more specialized stunts used by tumbling teams such as somersaults, toe pitches and the like should never be spotted by students because of the danger involved.

The assistant's duty should be explained thoroughly. No "horse play" on the part of assistants or performers should be tolerated. The assistant's main duty is to aid the performer by taking him through the stunt slowly, by lifting at the proper time and by helping him land properly. He helps the performer get the "feel" of the stunt.

Progression In Tumbling Activities

(Activities used in the Cincinnati Public Schools plus the Course of Study requirements).

No comment will be made about most of the following activities. They are fundamental and can be found in any tumbling book. However, points of importance will be stressed.

Forward roll.

Side and shoulder roll.

Backward roll.

Forward to backward roll.

Dive roll:

A few mats high, and from a stand.

Tip-up.

Headstand:

Kicking up from a crouch start position and pressing up from a squat stand. Stress a three-point balance. Draw the tripod position on the mat.

Tip-up to a headstand.

Push-up to a backbend:

From lying on the mat rearways.

Cartwheel:

a. Learn from a side position, rocking into it. Find your best side from which to begin.

b. Face mat, kick leg up and skip-step into cartwheel.

c. With a run, skip-step take off.

d. Draw line down center of mat and place marks for hands and feet.

Backward round-off:

Refer to the cartwheel.

Handstand against the wall:

a. Mat against the wall for safety.

b. Kick up from crouch start and from a stand.

c. Use fingers and heel of hand for balance.

Momentary handstand:

Same as above, but momentarily.

Handstand snap down:

As handstand and pushing forcefully from floor with hands.

Handstand and roll forward to a stand:

Lower slowly and tuck sharply to stand.

Head spring:

a. Use a rolled mat.

b. Use a double take off from a stand.

c. Use a skip-step take off from a stand.

d. Use a running start, double and skip-step take off.

e. Place assistants on both ends of mat to support the back.

Handspring:

a. Use a rolled mat.

b. Skip-step take off from a stand.

c. Skip-step take off with a run.

d. Use assistants.

Suggested Progression Used in Coaching an Exhibition of Tumbling Team in Grade Schools

A number of years ago, the author had a group of boys who were intensely interested in tumbling. Interest had been maintained by giving P.-T.A. demonstrations, demonstrations for other grade schools, and various other community organizations and city functions.

Most of this group had mastered all the fundamentals and combinations of those fundamentals. Advanced tumbling with such a group seemed to be the outlet for keeping this group's continued interest.

At this point, we were asked to demonstrate progressive tumbling before a group of physical education teachers. Many times the author wondered just what such a group of tumblers could accomplish if given additional time and coaching. This demonstration seemed to be a means of getting the answer.

Teaching in a small school at this time made it possible to devote some time at noon and after school to coaching this tumbling team. Needless to say, in directing this boundless energy and interest, it was

amazing how certain individuals progressed and how the team's ability advanced as a whole.

The team's demonstration was well received, and the writer still marvels at their performance. All of the following material was used successfully by this tumbling team, grades 4 through 6.

An ample amount of time was given to body conditioning, and the use of stretching, suppling, and the strengthening exercises, exercises in the deep knee bend position, jumping in all directions, and jumping up and down from small stools and steps to develop the legs and arm lift.

The roll progression:

a. Forward
b. Shoulder
c. Side
d. Backward
e. Dive:
Long and high dives over obstacles, kneelers, desks, horses, pyramids that squash, through straddle headstands, two runners coming from opposite directions and diving over obstacles. (All with caution and discretion.)
f. Combinations of above, individual and partner.

The inverted balance progression:

a. Tip-up
b. Fore arm balance
c. Headstand
d. Tip-up to headstand
e. Tip-up to handstand
f. Handstand:
On low parallels, handstand pommels, on horse, on partner's back while kneeling, on teacher's desk, etc.
g. Handstand snap down
h. Backward roll to handstand—continuous
i. Handstand and roll forward to a stand—continuous
j. Walking on hands:
Slapping chest alternately with hands, walking up and down steps, walking on low parallel bars, two balance beams walking with large men's shoes on hands.
k. Handstand and lower to chest roll, squatting through hands to lying rearways.
l. Cartwheel:
Plain, dive cartwheels over obstacles, one arm cartwheel, cartwheels around a circle, cartwheel and half-turn on foot that landed last, and cartwheel back to position. (Continuous and fast.)

Take off for starting forward and backward routines:

a. The double take off from a stand and from a run can be taught in open order. This take off can be used for forward, backward, and dive rolls; head- and hand-springs; and forward somersaults.

b. The skip-step take off can be taught in open order. Diagrams of feet and hand placement can be drawn on mats. This take off can be used for cartwheels, forward and backward round offs, head- and hand-springs, and tinsicas.

Handspring progression:

a. Snapup
b. Headspring:
Plain, with arch, with dive over desks and horses, without the use of hands.
c. Bent and straight arm handsprings with an arch, plain, and with a dive as (b) above.
d. One-hand twisters:
Start as cartwheel but twist over on one arm. Effective when done in circle with one arm only.
e. One-hand handspring
f. Tinsicas:
Plain, dive, forward, and in circle.
g. Combinations of above

Companion and group, balance and tumbling progressions:

It is fundamental and important that no partner stunts should be attempted unless the individual stunts leading into the partner stunt are mastered. Otherwise the attempt is usually a failure and injury may result.

Some stunts are accomplished better if both partners are of similar height and weight. Example, the double ankle grasp roll.

On the other hand, some partner stunts are accomplished better when the bottom partner is heavier. Example, the arm-to-arm stand, both lying down and standing up. The teacher must be the judge and pair the partners according to the nature of the stunt.

It is also true that for good performance, the same partners should practice together consistently, and not change to new partners. This especially is true in the balancing routines, and the double stunts that require precision and coordination.

A few companion and group balance and tumbling stunts that have been used very successfully by the tumbling team in this grade school are:

a. Foot-to-foot balance
b. Thigh stand
c. Knee stand
d. Walk up shoulder mount
e. Hand-to-heel shoulder mount
f. Low arm-to-arm balance
g. Low arm-to-arm balance and rolling forward to a lying rearways position (head-to-head) and rolling back to another arm-to-arm stand.
h. Knee shoulder inverted stand and transferring hands from knees to lying partner's arms to an arm-to-arm stand. Also, returning the same way.
i. High arm-to-arm stand, come down and straddle under man's waist and swing up again to a high arm-to-arm stand.

j. Handstand on back of kneeler.

Front Somersault Progression:

a. Stress arm lift. Kneeling position, swing arms upward to a stand.

b. From a stand jumping upward and tucking.

c. Same from a run.

d. Developing high dives over high obstacles with use of many mats.

e. Shoulder springs from a low side horse with a mat placed over it. Gradually take away the support of the hands.

f. With two experienced people on the safety belt and mats high, the tumbler with a few steps forward can go into a somersault with not too much intensity and with plenty of assistance from the belt. This gives the "feel". From this point more of a run can be used. Starting from a take-off board also is an aid. Needless to say, the instructor knows who is or is not ready for this stunt.

g. Dive roll and front somersault

h. Handspring and front somersault

i. Ankle lift front somersault

j. Somersaults from desks, horses, bucks

k. Somersaults over kneeling boys—1, 2, 3, 4, 5, and 6

l. Two tumblers running from opposite directions and somersaulting over kneeling partners

m. Somersault through straddle headstand

n. Somersault from spring board, over desk, pupils, and over pyramids that squash at the proper time.

Back handspring progression (flip-flop):

a. Pushing into backbends

b. Handstand turn-overs to a backbend

c. Walking down a wall backward with hands to a backbend. Also down stall bars.

d. Doing backbends

e. Limbering exercises

f. Exercises resembling the back handspring position. If partners are experienced, exercises such as a back-to-back pullover somersault, neck lift back somersault, foot push handspring.

h. Practice on proper arm swing and foot placement

i. Marking foot and hand positions on mats

j. Use of assistants with or without belt

k. Back roll and back handspring

l. Snap down and back handsprings

m. Round off and back handspring

n. Back handspring with a half-twist

o. Other combinations

Back Somersault Progression:

a. From a stand, jump high and tuck

b. Stress arm swing and arm lift, chest high

c. Couple exercises resembling back somersault. Used with experienced partners only.

d. Side leg pitch

e. Foot push back somersault

f. Partner pitches tumbler into a back somersault. The partner is sitting.

g. Toe pitch with partner; also with twist

h. Back somersault (use of safety belt) can be learned from a take off board, spring board, off desks and horses.

i. Combinations with round off, back handspring, and somersault; round off, back somersault; round off, back roll, back handspring, back roll.

Progression from One Grade Level to Another

According to the Cincinnati Course of Study, all teachers are to teach the minimum requirements of each grade level; however, ample enrichment material of the following grade level is suggested. Combinations and more advanced material may be taught. Obviously this depends upon the ability of the class and the amount of time given to tumbling activities. Then, too, if the squad method of teaching is used, progression is regulated according to the ability groupings.

Usually all elementary teachers have large classes to handle and little time can be given to individual teaching. Therefore, little time can be given to partner or group stunts during the regular class period. Those partner or group stunts which are given should be simple, require little skill and involve no danger to the pupils. It is a matter of teaching two or three group stunts at each grade level.

No attempt has been made to list double or group stunts for elementary school use. There are many such stunts that can be found in any tumbling book. Following are recommended books on tumbling:

William LaPorte and A. G. Renner, *The Tumblers' Manual,* New York, Prentice-Hall Inc., 1938.

L. L. McClow, *Tumbling Illustrated,* New York, A. S. Barnes and Co., 1936.

J. H. McCullough, *Gymnastics, Tumbling and Pyramids,* Philadelphia, W. B. Saunders Co., 1934.

Aviation Training Division, *Gymnastics and Tumbling,* Annapolis—United States Naval Institute, 1944.

MODERN LIVING

A primary teacher was meeting her class the first day of school. She was asking the various children what they could do in counting. One child said, "I can count. I can count all the way!". The teacher asked him to go ahead and try to "count all the way." The child counted—"1, 2, 3, 4, 5, 6, 7, 8, 9, 10, jack, queen, king and ace."

"Now Is The Time For All Good Men—,"

LLOYD M. JONES
The Pennsylvania State College

A nation-wide campaign in 1946 and 1947 brought forcibly to the attention of men and women all over America the plain fact that public education was facing a crisis. In many school districts where there was an acute teacher shortage, men and women who had little or no training, were employed to teach boys and girls the rudiments of an education. Through the fine leadership of the National Education Association, a planned program through the radio, press and pulpit was conducted, pointing out the very great difficulties which public school systems were having in finding competent leaders. Popular magazines of all kinds featured articles dealing with the dangers of low salaries which resulted in many class rooms having thirty or forty children but with no teacher. Parents everywhere were convinced that education of children was at a dangerously low level.

As a result of this effort, many state legislators enacted legislation raising the minimum mandated salaries of all teachers in order to attract and retain competent men and women for the public schools. Maryland, for example, has established a minimum mandated salary of $2200 for public school teaching in the secondary schools; Pennsylvania has raised its minimum mandated salary to $2000 for teachers with a bachelor's degree and a College Provisional Certificate, with provision for eight annual increments of $150 each with two additional annual increments of $100 for the master's degree. Many other states have made similar improvements in the basic salary scale.

A campaign is now under way in every state in the Union in an attempt to bring the quality of instruction to a level commensurate with the increased salary schedule. There have been a number of preliminary reports of the National Commission on Teacher Education on Professional Standards and others will follow; all teachers should be aware of the new developments in the area of professional education and certification.

Now is the time for all good men (and women) to come to the aid of the teaching profession and put forth the best effort at their command. Teachers should now prove to the various legislatures, and to the parents, that the teaching profession regards the increases in salaries as a vote of confidence in public education, and as a small recognition of the importance of the work of teachers with children and adults in a democratic state. We now have an unequalled opportunity to give to every child the kind of education to which each is entitled in this great nation.

EMOTIONAL ELEMENTS

(Continued from Page 36)

habitually more excitable, more sensitive to opinion and more likely to give expression to emotional upsets than are boys.

A more recent article by Hubbard states that coaches must whip their squads into shape mentally, as well as physically. However, while working for these constructive ends, the coach is obliged to wage a constant battle against the destructive force of excess nervous tension.

Hubbard discusses the use of relaxation exercises, which have been used experimentally, as a means of releasing the nervous tension. If an athlete is able to conserve this energy which is used due to nervous tension or other emotional factors, he will be better fitted to act in game situations.

In summary it may be stated that all authors do agree that the element of emotion plays an important part in the welfare of the individual. The best laboratory in which to develop emotional stability seems to be in physical activities and athletic events.

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Drums Plus Rattles Equal Rhythm

CARL DUNING
Cincinnati, Ohio

This simple problem in addition is an easy way to interest boys in dancing. We have all found it difficult at times to get boys to enter into Folk Dances. They say it is "sissy stuff" or "let the girls do it", but this is not so with Indian dancing. They really eat it up.

We do not claim to be original in the use of Indian dancing in school work, nor are we authorities on the subject. Most of our material came from council ring programs of several boys' camps, books written on the subject, and talks with people whom we have watched preform these dances.

Four years ago we included several simple Indian dances in a pantomine of "The Growth of Physical Education in America." So much interest and enthusiasm was shown for this particular activity that we have increased the number of our group and have formed an Indian Dance Club that meets once a week after school.

Our meetings are conducted by the Chief instead of a President. The Chief is selected for his ability to dance better than the others. The Chief's son is next in ability and the Medicine Man is third. They take the place of Vice President and Secretary-Treasurer respectively.

Indian dancing lends itself to freedom of expression and involves large muscle groups as well as developing grace and poise. It is fascinating to boys in the elementary grade level and is growing in popularity among older boys.

Aside from the physical value derived from this form of exercise, an educational program can coincide with it. In grades three through six they study the Indian as part of their curriculum. It is very easy to correlate these studies with other departments such as art, practical arts, and music.

In our school the art department made a project of Indian paintings and designs for our equipment. The practical arts department supervises the making of our drums and other rhythm makers. Special music is taught the dancers by the music teacher.

Our Indian Dance Club has done more than interest boys in dancing. It has become a splendid after-school activity. It is highly educational and developes imagination and originality in the making of costumes and equipment. The boys learn the fundamentals of club organization and how it operates, thus developing citizenship. It gives them a richer, fuller understanding of these original Americans for their classroom studies. Yes, our Indian Club does all this—plus the fact that it is a lot of fun, the boys "love it" and they are dancing.

So if you are having trouble with boys not wanting to enter folk dances, just try adding drums, plus rattles and see if you don't get rhythm.

STUNT DAY

(Continued from Page 37)

All officials helped with the push ups and as many were run at a time as there were officials. In walking on the hands, all contestants were lined up and all started on signal. All other events were run individually.

Mr. Ruff acted as photographer and made pictures of the various events for our scrap book and the hall of fame. It took approximately two hours to complete the stunt day and it was rather cold before we finished. Next year we plan to run the stunt day earlier in the fall and will request permission to start a few minutes before school is out.

Awards.—We have a standard athletic award system here at Dana Junior High School in which we give a felt letter for earning 200 points, a star for each additional 200 points up to 1200 points, and to all winning 1200 or more points, we give a chenille letter. For the stunt day we give 20 points to every one who enters. In addition, winners were awarded points as follows: first place, 25 points; second place, 20 points; third place, 10 points. We also issued a small athletic award card to the first, second, and third place winners. A sample card is attached.

ATHLETIC AWARD
Richard Henry Dana Junior High School
This Certifies That

Placed ———— In ————
Date ———— P. E. Teacher ————
Principal ———— Vice Principal ————

Evaluation.—Following the stunt day, all of the physical education teachers met to evaluate the event and make suggestions for the following year. This evaluation was typed and sent to the administrators for their criticisms and comments.

Conclusions.—We feel that these Gymnastic Stunt Days have been very much worth while from the standpoint of the participants and the spectators. It is also another means of helping school morale and building school spirit. They will be continued as annual events at Dana.

PLACE OF UNDERSTANDING

(Continued from Page 46)

cording to social and hygienic standards with a fair degree of proficiency." He further includes under his control objectives the *adaptive controls* which involves knowledges, judgments, and insights concerning the sports curriculum. A recent study by Bookwalter[5] of representative sources for physical fitness programs shows that, in spite of the almost exclusive emphasis upon physical fitness activities and evaluations, the psychological outcomes were given high rating in the theory expressed in these sources.

Finally and perhaps most representative of all are the evaluative criteria for physical education activities proposed in our "Physical Education Curriculum"[6]. This national program, the result of over fourteen years of cooperative efforts of a large group of leaders in the field, used *"psychological development"* as one of the five evaluative criteria. Among the ten general objectives later[7] proposed for the "Physical Education Curriculum" are four which specifically include understandings: "4 . . . development of a comprehensive knowledge of rules, techniques and strategies . . . ", "5 . . . development of acceptable social standards, appreciations, and attitudes as a result of participation in these activities . . . ", "6 . . . development of powers of observation, analysis, judgment, and decision through the medium of complex physical situations . . . ", and "10 . . . development of essential health habits, health knowledge, and health attitudes as the result of specific instruction in health principles and careful supervision in health situations."

In summary, if appreciable achievement is to be made in this essential objective of understanding in physical education it is essential that we objectify these learnings in our planning, that we teach for their attainment, and that we evaluate the effectiveness of such instruction.

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[5] Bookwalter, Karl W. "What is a Physical Fitness Program?", *Research Quarterly*, Vol. 15, No. 3, Oct., 1944, pp. 240-248.

[6] LaPorte, William Ralph (Chm.). *The Physical Education Curriculum*, p. 8.

[7] Ibid., p. 37.

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PRINCIPLES FOR ORGANIZING

(Continued from Page 35)

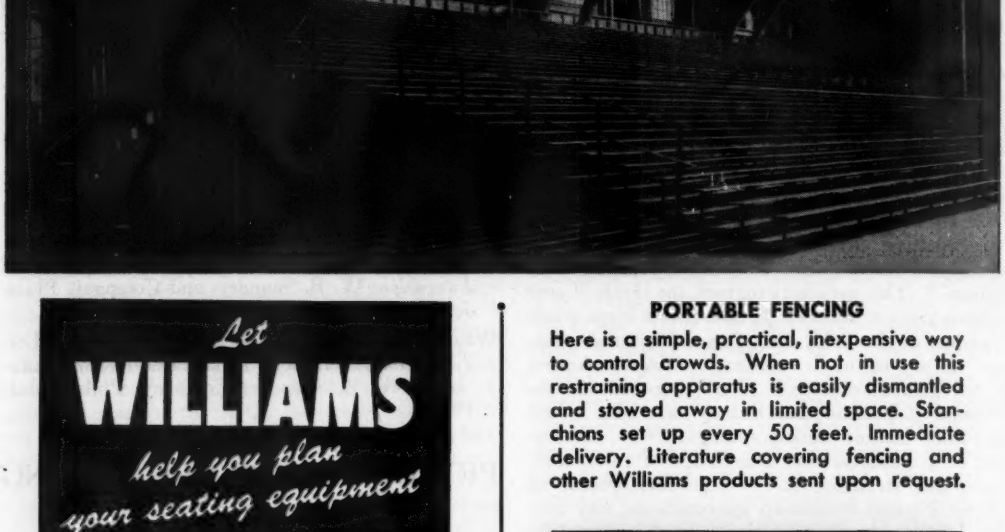
Definite policies in regard to accidents should be established. Provision should be made for the disposition of any accidents in such a way that the injured is given adequate care and that no repercussions are felt by the administration.

Physical education should include preparation for worthy use of leisure time. Those activities which promise a maximum of usage in adult life should be given a prominent place in the program of physical education. This should include also co-educational recreative sports.

There must be co-ordination and co-operation between the physical education program and other programs of the school. There are many services which the physical education department can render to other departments, and vice versa. These should be willingly and happily exchanged.

Adequate facilities and equipment must be provided in order to conduct an effective program in physical education. Pupils in classrooms are provided with adequate materials for learning in order to carry on their work effectively, yet these same pupils are sometimes handicapped in the learning activities of physical education because of lack of adequate supplies.

There must be a worthwhile public relations program carried on concerning physical education. Good publicity is an important solution to the problem of selling the physical education program to the community. It is important that the public be well informed on all phases of the physical education program, not just varsity sports alone.



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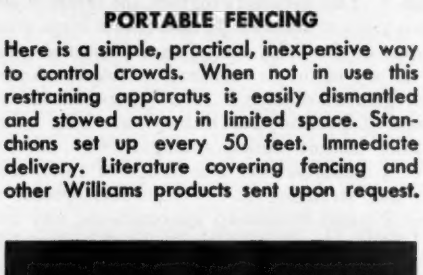

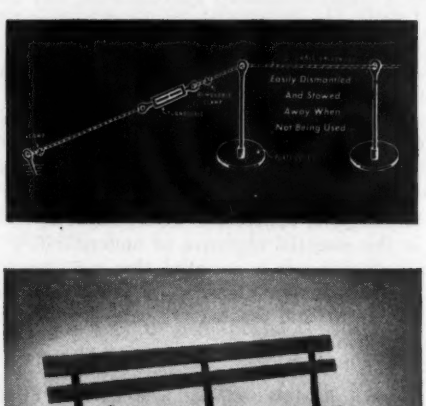

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A STUDY OF THE BROUHA STEP TEST*

KARL W. BOOKWALTER
Indiana University

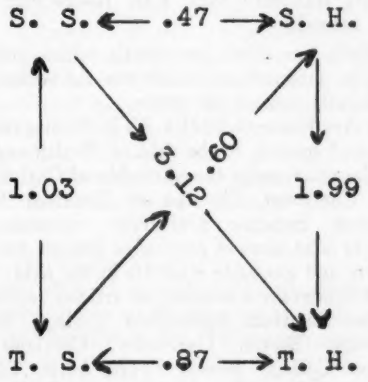
The Brouha Step Test was administered to 1,269 A. S. T. P. students at Indiana University in December, 1943. The test was given as part of the testing program and was administered by the regular class teachers who had received written instruction pertaining to the test and who had participated in a demonstration of the test. The students were encouraged to be sincere in their efforts and to be accurate in the measurement of each other. One deviation from the directions was the height of bench, which in this study was 19 inches.

The average Brouha Step Test scale scores for the men was found to be 82.58. The average for age, height, and weight were 20.71 years, 69.71 inches, and 154.02 pounds respectively.

The range of Brouha Step Test scale scores was from 55 to 135. The age ranges were from 17 to 37 years, the height range was 62 to 77 inches, and the weight range was from 110 to 270 pounds.

When the group was divided into groups by ht-wt making four divisions—short slender, short heavy, tall slender, tall heavy—the Brouha means were as follows:

	Mean	SD	Range
SS.	81.35	8.55	55-115
S.H.	81.82	7.45	65-100
T.S.	82.64	10.30	60-125
T.H.	83.69	10.00	60-130



Only one critical ratio was found to be significant; S.S.-T.H.=3:12

The scores as they fell into the Brouha classification were as follows:

Below 55, poor	0	0%
55-64, low. aver.	4	.31%
65-79, high aver.	512	40.35%
80-89, good	513	40.43%
Above 90, excellent	240	18.91%
		100.00%

Most of the boys had had one or more terms of physical education for 6 hours a week. This may in part account for the limited few who classified as being in poor condition as measured by the Brouha Step Test. The facts that all cadets had passed army physical examinations and that the exercise benches were only 19 inches in height could further explain the high standings.

Correlation of the Brouha Step Test and factors of age, height, weight, 100 yd. pick-aback, 300 yd. dash, and the sum of the T-scores of the seven Army Test events (push-ups, Burpee 20-in., sit-ups, 100 yd. pick-aback, squat-jump, pull ups, and 300 yd. dash) revealed the following:

Brouha with age	—.056±.028
Brouha with height	—.092±.028
Brouha with weight	.086±.028
Brouha with Army Test	.035±.028
Brouha with 100 yd. pick-aback	—.041±.035
Brouha with 300 yd. dash	.037±.034

From these correlations there is an indication that:

1. The Brouha Step Test is insignificantly related to all factors.
2. Of the items correlated there is slightly more relationship (inversely) between the Brouha Step Test and height than between the other items.
3. There appears to be a low negative relationship between the Brouha Step Test and age, height, and 100 yd. pick-aback.

Since 32 cases of 68 or more inches height (2.5%) score over 104 and *no* cases below 68 inches tall score over 104, shortness would seem to preclude high scores on the Brouha Step Test.

Since in this study, 134 cases (10.6%) are over 24 years of age and but 4 of them score above 99 on the Brouha Step Test, it would seem that age of 24 years or over would preclude excellent scores on the Brouha Step Test.

As measured, it does not appear that the Brouha Step Test is related to physical fitness as measured by the Army physical education test items, nor to age, height, weight, and 100 yd. pick-aback and 300 yd. dash.

* Brouha, Lucien, M. D. "The Step Test: A Simple Method of Measuring Physical Fitness for Muscular Work in Young Men". *The Research Quarterly*, March, 1943, Vol. 14, No. 1, pp. 30-35.

RUMOR HAD "IT"

A woman was approached by a neighbor and was told that there was a rumor that she was going to be married. When asked if the rumor was true, she said, "No, but thank God for the rumor!"

A CASE OF GOOD JUDGMENT

A reporter interviewing a very successful man asked him "to what do you attribute your success". "To my good judgment", he replied.

"Fine", replied the reporter, "but what do you attribute your good judgment?"

"To my experience."

"Yes, but to what do you attribute your successful experience?"

"To my bad judgment."

GOOD PUBLIC RELATIONS

The responsibility that now rests upon the teaching profession is the interpretation to the general public of the purposes, the activities, the needs and importance of their schools. The future well-being of the nation, and certainly the well-being of the schools, will be determined in large measure by how well the people of America understand and appreciate their schools. Teachers, therefore, must increasingly accept the twofold function of teaching pupils, on the one hand, and of interpreting educational objectives to the people of the community, on the other hand. Who shall say, in terms of the ultimate good of the nation, that one is not as important as the other.

—Superintendent Claude V. Courter,
Cincinnati Public Schools.

PERIODICALS REVIEWED FOR THE PHYSICAL EDUCATOR

Below are listed the magazines which the PHYSICAL EDUCATOR desires to have reviewed each month. Some publications have permanently assigned abstractors or reviewers. For others none have been found. If some responsible "self-starter" wishes to assume regular responsibility for one of the unassigned periodicals or for one of those tentatively assigned, he should write at once to the editor of the PHYSICAL EDUCATOR. Full instructions will be given. The reviewer should be regularly taking the publication he chooses or have access thereto. This service will be greatly appreciated.

Athletic Journal—Dale Lewis.
Hygeia—John Endright.
Journal of Health and Physical Education—Henry Montoye.
Journal of Physical Education—
Journal of School Health—
Progressive Physical Educator—Mrs. Karl Bookwalter (Tentative)
Recreation—Merle Rousey.
Research Quarterly—Karl W. Bookwalter (Tentative).
Safety Education—C. Wesley Dane.
Scholastic Coach—Nelson Lehsten.
School Life—Mrs. Karl Bookwalter (Tentative).
Sports Bulletin—Mrs. Karl Bookwalter (Tentative).

If there are other periodicals which you think should be reviewed and which you are willing to review, kindly contact the editor.

The April issue of EDUCATION magazine will be devoted entirely to the field of Health and Physical Education under the editorship of Carl E. Willgoose, Chairman, Division of Required Physical Education, Syracuse University, Syracuse, New York. It is an issue of particular interest for undergraduate and graduate students in the field.

It will contain a number of articles representing contributions from Springfield College, Syracuse University, Boston University, Cortland State Teachers College, Boston Young Men's Christian Association, Penn State College, the St. Lawrence University, and New York University. In addition there will be published the first article out of West Point on their Program of physical education written by their Director of Physical Education, Lt. Col. Francis M. Greene, and approved by the superintendent of the Academy.

BLACK AND GOLD NEWS

Alpha-Theta Installed

Through the outstanding leadership of Isreal C. Heaton, now a faculty member, Alpha-Theta, the 33rd Collegiate Chapter of Phi Epsilon Kappa, was installed on March 26th with 44 charter members at Utah State Agricultural College, Logan, Utah. As far as can be determined, forty-four charter members sets an all time record for both the number of charter members and the number of pledges initiated at one time. The installing officers were Carl Klafs, Counselor of District 9; Charles Hertler, Sponsor of Pi Chapter, Clarence Porter and Henry Meyer, all of Missoula, Montana.

Pi and Nu Chapters Reactivated

Don J. Brown, a Junior at State Teachers College, LaCrosse, Wisconsin, assisted by Brother W. J. Wittich, Director of H.P.E.R. was primarily responsible for the reactivation of Nu Chapter, inactive since 1932. Eleven pledges were initiated on February 18th and ten more, all Juniors and Sophomores, on March 7th. With Brother Brown on hand again next year as a Senior, Nu will certainly make a fine showing. Of the present 21 members, 19 will be back. Add to these four or five of the faculty who intend to become active and Nu should have a strong nucleus of about 23 members to start the 1948-49 year. Perhaps that is another record; a Junior being almost solely responsible for the reactivation of a chapter. District Counselor E. O. Hoppe of Milwaukee, assisted by Hans Reuter and W. J. Wittich, performed the ceremony.

Pi Chapter at Montana State University, Missoula, Montana, was reactivated on March 9th by Charles Hertler, Director of Physical Education at the University; Carl Klafs, State Supervisor of H.P.E.R. Clarence Porter, Superintendent of Schools, Missoula, and Henry Meyer, Director of Physical Education in Missoula. Fourteen pledges were initiated and more will very likely be taken in before June. Pi became inactive in 1933. With four outstanding Alpha Brothers to encourage it and a Missoula Alumni Chapter almost a certainty next year, the future for Pi Chapter looks very promising.

To Be Reactivated

On March 25th, Douglas F. Gibbs, faculty member of Alpha-Gamma at Washington State College, Pullman, Washington wrote, "We are proceeding rapidly now and hope to pledge 15 or 20 men tomorrow night. We have located 13 students and staff members."

Brother V. W. Lapp is attempting to reactivate Tau at Nebraska University as are Brothers L. F. Keller with Sigma at Minnesota University and Robert Nohr, Jr. with Theta at Wisconsin University.

Alumni Chapter News

Pittsburgh

One of the most impressive Pittsburgh initiation ceremonies we have yet conducted, was held on Sunday, February 1st, 1948, at the home of Don Group in Greentree. Those of our members who were unable to attend certainly missed a fine opportunity to hear five interesting papers presented by the candidiates and Brother Sullivan.

Jim Ansell discussed the advisability of making driver education in the public schools a part of the physical education program. Carl Peterson discussed procedures in the teaching of swimming. Art Weigle stressed the importance of a good public relations program while Al Walsh explained the techniques of basketball officiating. A discussion on developing basketball skills through a recreation program was given by Vic Sullivan.

The room which the Pittsburgh Alumni Chapter provided at the State Convention for visiting fraternity men, was a most popular meeting place. There was hardly a minute of the day when the room was not used by some brother for a rest, relaxation, reading, making notes or what have you.

An outstanding honor was accorded Brother Herb Roberts on Friday, December 19, 1947, when he received the honor award of the Pennsylvania Association for Health, Physical Education and Recreation. This is the highest honor which the Association awards for exceptional professional service at its annual convention. "Titles of honor add not to his worth, who is himself an honor to his titles," fits Herb to a T.

Harry Batchelor was tickled to death to know that Homestead starts their youngsters in basketball, by first having them practice shooting and passing with a volley ball. A news story recently about Don Mollenauer revealed that he was a prime factor in the organization of a community track and field program at Mt. Lebanon.

The story about John Irwin coaching the Duquesne University basketball team in the technique of foul shooting, broke recently in the local papers. Did you read John's article in the March issue of The Physical Educator? Harvey LeCollier, also made the headlines recently in the "Sports News Served Hot" column.

Congratulations to: Don Group whose South High Junior Swimmers took the city swimming championship on Thursday, March 4th; to Emmett Tweedy who was recently promoted to a principalship in Turtle Creek; to Frank Stansbury for his recent appointment to head an institution for boys; and to Heider, Barrick, Abel and Dippold who are members of a committee to write a course of study for secondary school physical education in Pittsburgh.

The much talked about and long awaited meeting at McKeesport was held on Saturday, March 13, 1948. Volleyball started at 4:00 o'clock. A select team, captained by Harry Batchelor, challenged a team co-captained by Art Weigle and Carl Peterson. Captains of both teams issued the following instructions to their players: Get in shape NOW! Cut down on all calories. Run two miles daily—outdoors in all weather. Drink 1½ quarts daily; cut out smoking. Sleep 10 hours daily, this in addition to the hours you sleep at night, but don't be asleep in the game. Be determined. Remember that a team that won't be licked can't be licked. The captains are behind you. They will be willing to confer with you on any phase of the practice routine. Call upon them any hour of the day or night. They will welcome you as brothers. (Apologies to the Philadelphia Alumni Bulletin.)

Milwaukee

Fred L. Schaum, secretary of the Milwaukee Alumni, offers "Bits of Wisdom" in his reports of monthly meetings. Here are his contributions for December through March:

"It's not enough to run; one must start in time."

"Skill is stronger than strength."

"A good example is a great teacher."

"Getting mad is punishing yourself for the other fellow's weakness."

Teachers would do well to keep these quotations in mind, especially the latter.

Interesting and instructive topics have kept up enthusiasm at the monthly meetings. In December a discussion was led by Brother Hoppe on A Philosophy of Physical Education. In January Mr. Elias Lane, in charge of Secondary Curriculum, Milwaukee Public Schools, distributed and elaborated on excerpts from "The Development of a Core Curriculum". He also presented "A Suggested Curriculum Design for Milwaukee Secondary Schools". In February Brother Frank O. Stangel, in charge of Health Education, Milwaukee Public Schools, led an interesting discussion on the health curriculum. In March a very impressive initiation ceremony was held and Arno Wittich gave a synopsis of a booklet he wrote on "Stationary Swimming, or a Short Way to Produce a Safe Swimmer". Six new members were initiated on March 4th.

Detroit

Newt Loken, Counselor of District 5, was a guest at the February meeting. Ozzie Cowles, Michigan Coach, spoke at the March meeting. A dinner dance was held at the Turners Club in April. Ann Arbor boys and their girl friends joined in the big Founders Day celebration. Three new men were initiated at Ann Arbor with the Kappa candidates on April 12. The Detroit Chapter paid the local Red Cross a visit and gave blood. This will form a blood bank for the Detroit members. Our Spring week-end outing will be held at Ralph Sigel's cottage on Lake Orion in May.

Philadelphia

Charlie Roeser, newly elected Vice President of the N.A.A.U., conducted a training course in track and field officiating for eleven Tuesday night beginning January 6th.

Wilbur C. DeTurk has been appointed Vice Principal of Roxborough High School, Philadelphia, Pennsylvania.

Frank Wiechec resigned at Temple for the job of Trainer for the Phillies.

Congratulations to Carl Galleta whose South Philadelphia Gym Team won its second consecutive gymnastic championship.

Buffalo

Treasurer George W. Kuhn reports that 30-40 have attended the monthly meetings. Al Andrews, District 3 Counselor from the Syracuse Alumni, was a guest at the March meeting and was inspired to do more for Syracuse.

Syracuse

Initiated 6 candidates on March 20th.

Indianapolis

Enjoyed educational sound movies and illustrated talks at its last four meetings. An interesting discussion on "Marking" was held at the February meeting. Colored home movies of a fancy diving exhibition and a California bathing beauty contest were also shown.

Cincinnati, Los Angeles, Newark and St. Louis

No news since Christmas.

Life Membership

On March 3rd Herschel Lyons became the eleventh Life Member of the Los Angeles Alumni Chapter.

Collegiate Chapters News Items

Alpha Chapter has been very active in the intramural league, having entered teams in volley ball, basketball, handball, wrestling and cross country. The boys as usual win their share of the events.

Kappa at the University of Michigan invited the entire Detroit Alumni for a joint initiation of 13 pledges on April 12th.

In spite of a rival local organization Mu, at Ithaca, New York, had one of the best pledging periods in its history, starting April 6th, when 21 candidates received Pledge Buttons. They understand that competition is the spice of life and thereby make their chapter stronger in the face of opposition.

Rho cleared over $40.00 on the gymnastic show which they and three other organizations sponsored.

Alpha Epsilon cleared about $60.00 selling cokes at two basketball games.

Congratulations to Louis D'Ascoli and the 13 other Zeta brothers who remained from last year's membership of 26. Lou and Sponsor Seixas did some hustling; initiated 27 pledges since January 15 and boosted Zeta's active membership to 40.

Announcements

Deadline for Material for The Physical Educator—October, August 25th; December, October 25th; March, January 25th; May, March 25th.

May Black and Gold Bulletin

The May Black and Gold Bulletin contains a resume of the legislative changes that took place at the National Chapter meeting at Kansas City April 16-19 and also a few highlights of the National A.A.H.P.E.R. Convention. Active, i.e. dues paying and Life Members received a copy. Any others interested should write to the Central Office.

The Last Free Copy of the Physical Educator

About 250 copies of The Physical Educator have been mailed to Brothers who have not paid 1947-48 dues in order to acquaint them with the magazine and encourage them to pay dues. This May issue will be the last free copy to them.

Members who paid 1947-48 dues will receive the October and December, 1948, issues. If the 1948-49 dues are not paid by March 1, 1949, inactive members will receive no further issues until dues are paid.

MEMBERSHIP REPORT

Dues paid as of April 1, 1948.

Collegiate Chapters

First: Alpha	72		
Second: Rho	55		
Third: Alpha Theta	44		
Alpha	72	Rho	55
Gamma	40	Upsilon	17
Zeta	40	Phi	26
Eta	40	Chi	22
Iota	34	Psi	15
Kappa	35	Alpha-Beta	18
Lambda	41	Sigma-Alpha	37
Mu	22	Alpha-Epsilon	30
Nu	21	Alpha-Zeta	36
Xi	0	Alpha-Eta	28
Pi	15	Alpha-Theta	44
		Total	688

Alumni Chapters

First: Philadelphia	98		
Second: Cincinnati	80		
Third: Los Angeles	68		
Buffalo	38	Philadelphia	98
Cincinnati	80	Pittsburgh	31
Detroit	33	St. Louis	28
Indianapolis	19	Syracuse	20
Los Angeles	69	Unaffiliated	106
Milwaukee	24	Honorary	5
Newark	0		
New York	3	Total	553
Grand Total			1241

Initiations as of April 8, 1948

Collegiate—332 Alumni—23 Total—355

Chapters initiating over 20: Alpha-Theta 44, Sigma-Alpha 43, Alpha-Zeta 32, Alpha 27, Zeta 27, Rho 23, Nu 21.

Chapter Secretaries have reported that about 170 pledges will be initiated between April 12 and June 1. Chi expects to initiate 27 more, Alpha 25, Lambda 24, Mu 20, etc., down the line.

Complete membership and initiation statistics for 1947-48 will be published in the October issue of The Physical Educator.

FRIDAY AT FOUR

(Tune: Easter Parade)

When we go a-bowling
And set the balls a-rolling
We send the pins a-strolling
Every Friday at four.

Hear the balls a-rumbling
And see the maples tumbling
And hear the bowlers grumbling
Every Friday at four.

First we fuss a bit, then cuss a bit,
The epithets fly thick and fast
They clog up the air
From the first to the last.

Our minds are free from troubles
By spares and strikes and doubles
Our joys swell up like bubbles
Every Friday at four.

PASSING THE BUCK

A teenage girl was having her first date. Her mother was trying to prepare her for this date. She told her that after the movie the boy would take her to the drug store for a treat. Then he would suggest a ride into the country. Then he would stop the car, and then he would kiss her and ask her to put her head on his shoulder. Said the mother, "And when you do that Mother will begin to worry." The next morning the mother asked the daughter about her date. The daughter said, "Mother, everything happened just as you said it would." But daughter what did you do when he asked you to put your head on his shoulder?"

"Oh," replied the daughter, "I told him to put his head on *my* shoulder and let *his* mother do the worrying."

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RECENT ARTICLES

Anderson, Florence, "Promoting An Arts Program," *Recreation,* January, 1948, pp. 463-66.

Experience has shown that an arts program satisfies some of the basic needs for self-expression, recognition and new adventure. In this light, organizations have a responsibility to encourage interest in creative art expression through informal craft and hobby groups as well as formal and scheduled classes.

Arts activities can be taken to the people in many ways. A work table can be set up in a conspicuous place, such as a lobby, and impromptu classes or demonstrations for "dropins" carried on. People may be introduced to arts activities as part of a luncheon or supper. From such media may come recruits for arts classes.

Exhibits, demonstrations, films, and speakers on arts tend to stimulate the formation of new arts and crafts groups. A likely source for leadership to initiate programs are to be found in the teaching personnel of the schools.

Arts may be integrated with other parts of a program, particularly with educational activities and during holiday seasons or special events. Arts may also be present in evening interest programs preceding club meetings. One council of girls sponsored fourteen interest groups in one evening.

There should be an arts corner on the bulletin board. Newspapers, radio programs and posters also serve as promotional media. An arts and crafts open house conducted with "Try It Yourself" demonstrations is quite stimulating. There should be current art magazines and books in the library.

Merle A. Rousey.

Beall, Elizabeth. Fast Drying Clay Tennis Courts, Construction and Upkeep, *Sports Bulletin,* Vol. II, No. 5, March, 1948, pp. 5, 6.

The site for the tennis court should be as level an area as possible, on high rather than low ground. Where this is not possible, a shallow trench surrounding the outside of the court will allow the water to be drained to a drain inlet or to lower ground. Close proximity to trees and buildings

should be avoided so that at no time will there be shadows on the court. The court should run north and south. When several courts are to be constructed, it is desirable to have 12 feet between the courts.

Sub-surfacing and grading will include removal of top soil, putting in the necessary fill of crushed rock or gravel, putting in a layer of cinders and putting in a top surface of 53 percent clay and 47 percent sand—properly rolling each surface material is necessary. The slope from the net should be about 2 inches in 60 feet.

For spring conditioning of courts, begin work as soon as the live water has gone, but while the clay is moist. Roll the surface both longways and crossways. Rake to loosen clay about ½ inch deep. Remove small stones. Spread 210 yards of freshly screened clay over the surface as needed. Smooth and then roll with a light roller. Spread a thin layer of screened clay, smooth and roll. Sprinkle and when dry enough, roll again. Spread a thin dressing of clean sharp sand, smooth and roll again.

Carolyn W. Bookwalter

Boell, Ed: "Know the Rules", *Scholastic Coach,* February 1948, p. 28.

To the coach, player, or interested fan in the nation's favorite summer pastime . . . baseball, this brief article has appeal. It involves a discussion of some of the rule interpretations which are uncommon in the majority of games, and then the author presents several common game situations in which the rulebook interpretations are not universally understood. Among those rules discussed are: the "infield fly", the dropped third strike, base running and the "obstruction" and "interference" rulings, balks, scoring in double play situations, interference by umpires, two runners on the same base, and situations involving a pitched ball touching the batter or a hit ball touching a base-runner.

The importance of the ability of the umpires is emphasized in stressing the fact that they must be able to interpret the rules as above and act impartially and quickly. A better understanding of the rules by the players, managers, and fans would seemingly make the job of umpiring in baseball more enjoyable.

Nelson G. Lehsten.

Davis, Charles W., "Public Recreation Moves Forward," *Journal of Health and Physical Education,* Vol. 19, No. 2, February, 1948, pp. 81-82.

Assembly Bill #2012 signed by Governor Warren on July 8, 1947 establishes a State Recreation Commission for California. The bill provides for public recreation on a state level. The cost of a full year's operation of the commission has been estimated at $98,000. Copies of the bill may be obtained from the Assembly Bill Room, State Capitol, Sacramento, California.

Henry J. Montoye.

Joy, Barbara Ellen, "Getting More Real Camping into Camps," *Journal of Health and Physical Education,* Vol. 19, No. 1, January, 1948, p. 18.

Camp life, as practiced in the majority of organized camps today, has failed to achieve its main purpose—providing outdoor living experiences for city children. We have merely carried city life outside of the city limits. Present day camp advertising stresses acreage, number of hot showers, playing courts, etc. Instead of concentrating on city activities and providing elaborate facilities, camps should go back to the simple, unaffected, natural, and sound way of outdoor living. "Camping then will be camping and not a series of importations from school, country club, playground, recreation center and settlement, with accompanying objectives, methods, and personnel."

Several methods of providing real outdoor living experiences to the campers are suggested. The camp should utilize the uniqueness of the locality and local history to add flavor, color, and romance to the camp. Camp facilities should be improved and expanded and equipment maintained and repaired by the campers themselves. There should be opportunity for drama, music, dancing and creative writing on a strictly camp basis. Pioneering, woodscraft, or camp craft should be stressed. Above all, natural resources not city-made materials should be the basis of camp life.

Henry J. Montoye.

Leibee, Howard C., "Trends in Physical Education," *School of Education Bulletin,* University of Michigan, January, 1948, pp. 54-6.

There is a change from the wartime physical fitness to a broader program and a subsequent decrease in the substitution of military training for physical education. Testing is increasing and swimming is being emphasized. A broader base is observed in intramural and athletic programs. (These and other trends listed by the author may be more "the absence of things hoped for." If these changes *are* observable, they are all in the right direction certainly.)

Karl W. Bookwalter.

Meyer, K. L., "Equipment Training for Future Coaches," *Athletic Journal,* Vol. 28, No. 26, February, 1948, p. 46.

To determine the actual felt need for such a course Mr. Meyer sent an essay type questionnaire form to forty-two Indiana high school coaches. The coaches were picked at random from various sized institutions. Sixty-nine per cent of the group returned the questionnaires.

Eighty-six per cent of the coaches reported that they had had no such training prior to entering coaching. Seventy-eight per cent of the coaches said that they felt the need of specialized preparation in problems pertaining to equipment. The percentage jumped to 96 per cent when the coaches answered in the affirmative the proposition of

whether such a course would be of value to a future coach.

Some of the more important items that the coaches felt should be included in such a course were how to take care of equipment, what one can do about repairs, how much equipment to buy, what constitutes intelligent buying, budgeting, safety of equipment, and where to buy the equipment.

Mr. Meyer then sent an essay questionnaire to department heads of eighty-one teacher colleges over the nation. His returns totaled 46 per cent. Eighty-one per cent of the returns stated that no courses in equipment training were offered, but according to 52 per cent of the colleges the need was felt to be of such magnitude that the schools were planning to establish such a course.

Dale A. Lewis.

"Physicians and Schools: Proceedings of the Conference on the Cooperation of the Physicians in the School Health and Physical Education Program," *Journal of Health and Physical Education,* Vol. 19, No. 2, February, 1948, pp. 79-80.

One hundred and twenty participants representing some 90 agencies or organizations met on October 16-18, 1947 in the Hotel Moraine in Highland Park, Illinois. The occasion was the Conference on the Cooperation of the Physicians in the School Health Physical Education Program. The purposes of the conference were:

"1. To develop plans for implementing within the various states the health service provisions of the report, *Suggested School Health Policies,* made in 1945 by the National Conference for Cooperation in Health Education.
2. To provide for interchange of information regarding the patterns of school health programs and the results of school health studies being carried on in the various states.
3. To define the role of the physician in relation to the health aspects of school physical education and athletics.
4. To suggest practical methods for providing pre-service and in-service education programs for school health personnel."

The conference was divided into four sections as follows: Section I. School Health Service, Section II. School Health Programs and Studies, Section III. The Physician and Physical Education, Section IV. Pre-Service and In-Service Education. The report of the first section was given in the article being briefly reviewed here. This report contained recommendations for establishing a school health program, major problems concerning the work and relationships of the school physician with possible solutions to these problems, and general recommendations regarding the school health service.

The reports of the other three sections of the conference will be published in subsequent issues of the *Journal of Health and Physical Education.*

Henry J. Montoye.

Ray, Kathleen Simmons, "Physical Therapy The Athlete's Best Friend," *Hygeia,* April 1948, p. 270.

The article describes the advancements made by the school systems in preventing and treating athletic injuries. Of all the surgical techniques available for prevention and treatment of athletic injuries, physical therapy is probably the most useful.

Miss Ray discusses the procedures set forth by Captain Herman J. Bearzy athletic team physician at West Point. The most frequent athletic injuries are those of joints, muscles and bones. The parts of the body most frequently injured are the knee, ankle, shoulder, leg, thigh, hand, head and chest, pelvis, nose, collar bone, shoulder blade joint, back, foot, and neck—in that order.

It is essential that coaches set up a preseason conditioning program for their various athletic squads. Such a program is briefly outlined. Captain Bearzy divides injuries into two classes, (1) injuries to the soft tissue and (2) injuries to the skeletal system. Sprains are the injuries most frequently suffered by athletes.

The author outlines various methods for treating sprains, bruises, fractures, and dislocations.

John R. Endwright.

"Recreation—A Basic Human Need," *Recreation,* March, 1948, pp. 578-80.

Recreation is important as a means of self-expression and for maintenance of physical and mental health and emotional stability. Provisions for meeting recreation needs are the concern of local, state and federal agencies, semi-public agencies, private clubs and organizations and commercial agencies.

Outstanding weaknesses in present programs are inadequate spaces and facilities, insufficient professional personnel, poorly coordinated services, lack of balance and quality in programs, underserved groups and the almost complete universality of inadequate financing.

Communities can meet recreation needs by providing a wide variety of activities, giving equal services and facilities to all throughout the year, maintaining a balance between indoor and outdoor activities and active and passive enjoyment, and insuring for group association and the individualization of group activities. There must also be adequate financing and the use of recreation planning bodies related to other community services in order to secure integration of programs and the full utilization of available resources.

Recreation agencies should have carefully formulated philosophies of work, made specific in statements of aims, objectives and goals; use competent, trained volunteers; develop public support through carefully organized programs of public relations; and establish definite programs of study and research to keep abreast of changing needs and conditions.

Merle A. Rousey.

Richards, Vincent, "Tennis Fundamentals." *Athletic Journal,* Vol. 28, No. 7, March, 1948, p. 34, 57.

Vincent Richards, former World's professional champion in 1927, 1928, 1930, and 1933 has in the March issue of the *Athletic Journal* presented an excellent instructional plan covering the essential factors of the seven most common tennis strokes in use. This work would serve to supplement the general tennis lesson plans in use by most physical educators in the teaching of elementary tennis.

In the past it has been the general policy for outstanding players to capitalize on their ability by writing texts on the various aspects of tennis. Due to their limited background, which is peculiar to their actual participation, this has resulted in writings of not much consequence. Mr. Richards however, besides having been an outstanding player, is one of the foremost instructors and a keen student of the game.

The service, forehand drive, backhand drive, overhand volley, backhand volley, overhand smash, and backhand slice are the seven strokes with which Richards deals primarily. The satisfactory accomplishment of each stroke of course is necessary if the student is to have success in his play.

Dale A. Lewis.

Smith, L. Jack: "The Organization and Administration of High School Athletics"; *Scholastic Coach,* March 1948, p. 62.

Here is a rather concise and up-to-date presentation of existing athletic policies in many of larger high schools. It is a summary of a thesis, and, even though it refers primarily to the larger schools, practical application and adjustment of the policies can be made to schools of all sizes.

He points out that the success of any athletic program is dependent upon the thought which has gone into the planning of the program and the interest and ability of the men responsible for it. It is essential that the superintendent and the principal, being the final authorities for the program, should have a full understanding of the responsibilities involved, and should hire men who not only can do a creditable job of coaching but who also can prepare and administer an efficient athletic program.

Some of the policies in existence are listed herewith: 1. To bring as many faculty and students into the athletic administration as possible, 2. To organize an athletic council representing the entire school and composed of from seven to eleven members, 3. To establish an executive committee to guide the athletic council through recommendations, 4. To have the principal serve as chairman of the athletic council and the executive committee, 5. To have a constitution and by-laws for the athletic council, 6. To have the highest trained member of the athletic staff as the faculty manager of athletics, 7. To have a secretary-treasurer appointed by the principal, 8. To administer a program that can contribute to health, recreation, interest, social objectives, and the building of good morals and good citizens, 9. To have the entire staff responsible for the health and safety of the program, 10. To have the school represented at all meetings dealing with the athletics of the school, and 11. To have the athletic council make policies and regulations governing the conduct of the athletic program within the school.

Nelson G. Lehsten.

Stafford, Frank S. and Galen Jones, Physical Education in the World Today, *School Life,* Vol. 30, No. 6, March 1948, pp. 14-16.

This article gives a brief review of the results of the first and second Pan American Congress and the personnel involved. The Declaration of Principles of Pan American Physical Education is given.

Also reviewed is the Tenth International Conference on Public Education which convened at Geneva, Switzerland, July 14-19, 1947. The Draft Recommendation, No. 22, which was directed to the Ministries of Education for action, is given in detail. These recommendations should be of interest to all physical educators. Among these recommendations are the following: physical education should be compulsory in all classes of the secondary school, pupils should have medical examinations—preferably each term, physical education should not be given when harmful to the pupil's health as when too close to meals or at periods of excessive heat, and school gymnastics and sports competitions should be encouraged provided that they do not develop among the pupils an exaggerated taste for sports and a too aggressive spirit of competition instead of encouraging the team spirit and fair play. It was agreed that there should be research of an international character addressed particularly to the psychological results associated with the various approaches to physical education.

Carolyn W. Bookwalter.

VanDalen, D. B., A Differential Analysis of the Play of Adolescent Boys, *Journal of Educational Research,* Nov., 1947, pp. 204-213.

McCloy's modification of Strength Index was administered to 348 boys in grades 7, 8, and 9 of ages 12 to 16. The Physical Fitness Index was derived from the composite score of the modified Strength Index (right and left grip, back and leg lift and chinning and dipping) divided by a norm based on age, weight and sex.

A play questionnaire, including a list of 150 activities, was given the boys so that for every day for one week the students recorded their play participation and amount of time devoted to each. This procedure was repeated at three different intervals

during the year (September, February, and May).

Boys of high Strength Index and Physical Fitness Index (modified forms) exceeded by a minimum of 5 times the boy in the low Strength Index and Physical Fitness Index groups in the total "excess" number of frequencies of participation.

Boys in the low strength groups participated in games somewhat individualistic in nature and of lower degree of organization. Boys of higher strength participated more frequently in games and activities requiring marked muscular strength and large muscle coordination. That muscular inadequacy and incompetency prevent boys from successfully participating in organized games which require better than average strength is the conclusion of the author.

Carolyn W. Bookwalter.

Whitman, Howard, "Play As You Go," *Recreation*, February, 1948, pp. 507-10.

America needs the emotional health that a work-play balance can give. The distinction between work and play is not in the actual occupation, but in the mind. Play is an activity chosen freely without necessity or outward pressure. Work, on the other hand, is compulsory and necessary, it has been labeled as an "anxiety activity." Its nature often precludes genuine enjoyment.

Are you getting enough of the free, satisfying, noncompulsive activity of play to counter-balance the anxiety activity of work? One of the stumbling blocks to play is that many people consider play a luxury—or even wasteful and purposeless. Some of the puritanical origins of our concepts of work and play create attitudes regarding play which is both unscientific and unnatural. For healthy emotional life there must be a balance between the two.

Play often is aggressive behavior in a socially accepted form. The growing use of play in mental therapy indicates that one can give vent, in play, to some of the inner feelings which must be controlled during work.

For a proper work-play balance, every man ought to strive for at least four satisfying kinds of play. These should be mixed and variegated, to fill his various needs. For example, he might have a stamp collection to gratify his acquisitive instinct, carpentry to fill his creative urge, tennis to get out his aggressions, and mountain climbing to satisfy his need to dominate and excel.

Merle A. Rousey.

BOOK REVIEWS

American Association Group Workers—*Toward Professional Standards* (1945-46) Association Press, 1947. 183 pps. $1.50.

This pamphlet, comprised of nineteen highly selected professional papers, written by many long recognized leaders in this field of social service, is worthy of study and of repeated reference. While it serves primarily as the proceedings of the 1946 meetings of the AAGW section of the National Conference of Social Work, the two committees have coordinated their programs and findings. In addition a summary record of the past decade of the A.A.S.G.W. is included.

It is important to note, what seems to this reviewer to be rare, namely that there is much evidence of intellectual honesty in the thinking through of points of issue and of the evaluative attitudes presented. Another professional colleague in at least three of the reports prepared by leaders of recognized standing, further evaluates by comments and discussion what has been presented. This is a technique worthy of consideration which might well be used by other professional organizations. Human nature being what it is, there will always be differences in points of view on any one given topic. And, when a group steps across the threshold of measuring up toward professional standards, such an attitude and method of inquiry is intellectually, if not semantically, healthy.

Dr. Alvin Zander writes an excellent informative overview concerning "Current Research in Group Work". Discerning comments and discussions are presented by Charles E. Hendry, Grace Coyle, Gertrude Wilson, W. L. Kindelsperger, Nathan Cohen and twelve other leaders whose "papers" achieved selection for so important a collection.

C. F. Weckwerth.

Daniels, Lucile, Marian Williams and Catherine Worthingham, *Muscle Testing*, W. B. Saunders Company, Philadelphia, 1946, 189 pp. $3.00.

For students, physical therapists and physicians this book is an aid in the manual examination and evaluation of muscle function. The study upon which this book is based was aided by a national grant and participated in by many reputable workers in the field.

The neck, trunk, pelvis, hips, knees, ankles, feet, toes, scapulae, shoulders, elbows, forearms, wrist, fingers, and thumbs are all treated with pictorial and analytic approaches. Shaded drawings show the location, shapes, origins, insertions and analysis of "prime mover" muscle groups. The rather complete descriptions of good (normal) fair and poor functions of each group are the feature of the book. A selected bibliography is included.

K. W. Bookwalter.

Harrison, Bruce M., *The Dissection of the Cat: A Laboratory Manual*, C. V. Mosby Company, St. Louis, 1948, 109 pp., $3.50.

Twelve chapters cover the skeleton, muscles of the cat, general internal organs, venous and lymphatic systems, arterial system and heart, the pharyngeal region, the brain, spinal cord and peripheral

nerves, bones of the middle ear, final directions, reference books and definitions of terms.

The comparison of the anatomy of the cat with that of the human is facilitated by several general views of the human skeleton and musculature. Plates and question sheets are included with the chapters, labeling and locating items described in the respective chapters. These plates may be torn out and handed in as class assignments.

The manual is intended for pre-medic, pre-nursing, and physical education students. It is fully illustrated.

K. W. Bookwalter.

Hobson, Howard A., *Basketball Illustrated,* A. S. Barnes and Company, New York, 1948, 86 pp., $1.50.

The history and future of the games constitute the first chapter. A simplification of essential rules follows. Fundamentals of footwork, dribbling, passing and catching drills, tipping and retrieving, and shooting are explained and copiously depicted.

Individual offense and defense techniques are likewise treated. Group techniques of offense and defense are well covered. Several offensive team plays are diagrammed and outlined and team defense explained.

The book is concluded by carefully outlined rules for training and conditioning one's self or one's team and by a chapter on self-evaluation.

This book is readable and clear and should be quite helpful to the young coach.

K. W. Bookwalter.

Irwin, Leslie W., Waid W. Tuttle and Caroline DeKelver, *Awake and Away,* Lyons and Carnahan, Chicago, 1947, 62 pp.

Awake and Away is the first grade health reader. It introduces the series for grades one to three. The reader consists of seven units dealing with measuring and weighing of the child and what to do to gain weight, keeping neat and clean, choice of foods; outdoor play, care of the teeth, safe traffic habits, and finally birthday parties and manners.

The book consists largely of attractive pictures to be discussed. Some pages have short sentences but the word difficulty is such that the teacher may have to read much of the material. For class discussion, the book should be helpful.

K. W. Bookwalter.

Irwin, Leslie W., Waid W. Tuttle and Caroline DeKelver, *Growing Day By Day,* Lyons and Carnahan, Chicago, 1947, 126 pp.

Second in the *Health-Happiness-Success Series* this book is intended for the second grade. Stories are introduced and the word load is much higher than for the first grade. All readers are in good sized print (about 18 point). The contents of this reader consist of "A Visit to the Zoo," dealing with cleanliness; "Making a Zoo," treating of healthful home habits; "A Day With Don and Jane," in which care of teeth, care of pets, recognition of fruits and vegetables, and play and safety practices are brought in; "Good Times," reviews safety and sanitation practices.

"At School" is a unit emphasizing health and safety practices at school. "Fun All the Year" treats of seasonal safety.

The picture load of this book is one-half to one-third of the content. Reading is emphasized to a greater degree than in the first reader.

K. W. Bookwalter.

Irwin, Leslie W., Waid W. Tuttle and Caroline DeKelver, *Keeping Fit for Fun,* Lyons and Carnahan, Chicago, 1947, 250 pp.

This is the third grade reader, last of the set in the *Health-Happiness-Success Series.* The picture load is one-fourth to one-third of the total and reading here is most emphasized of the three readers.

The unit, "Working Together," deals with mental hygiene and personality. "Having Fun Together," deals with social opportunities at a child's picnic. "Many Messages" deals with the use of our senses and avoidance of infections.

"Hurrah for the Circus" treats of social and personal behavior traits. "Making Posters" provides an opportunity for teaching health practices. "Good Teeth" treats that topic. "Food Safety" treats of protection of foods and if food selection. "Your Feet" is a unit dealing with the development and care of healthy feet.

The last unit is on "Working Together for Safety." The stories are a little more involved and vocabulary is more stressed in this book than in the other two.

K. W. Bookwalter.

Kranz, Leon G., *Kinesiology: Laboratory Manual,* C. V. Mosby Company, St. Louis, 1948, 177 pp., $2.75.

The preface of this manual stresses the safer maintaining fitness for sports rather than participating in sports for fitness. The maintenance of upper girdle condition is emphasized.

Movements in joints are defined in the initial chapter, then the origins, insertions, actions, leverages and discussions follow for the large muscle groups.

Vivid skeletal and cutaway action drawings and shaded muscle locations render the descriptions more meaningful. Review questions and a exemplary normal actions conclude each chapter.

This manual of nine chapters should fit a semester course rather nicely and the many drawings in each chapter are an essential contribution to learning.

K. W. Bookwalter.

Self, Margaret Cabel, *Riding Simplified,* A. S. Barnes and Company, New York, 1948, 77 pp., $1.50.

This Barnes' *Sports Series* book is intended for the beginning rider. The qualities of a good rider introduce the book.

Equine characteristics are outlined. The modern "seat" is demonstrated as is proper mounting and dismounting. Aids in control in the gaits precede the description of the several gaits—walk, jog-trot, trot, collected canter and gallop.

Equitation exercises for control are stressed also. The leads are explained for use in safe and in show riding. Bareback riding is discussed and a brief chapter is included on how to control the disobedient horse. The do's and don'ts, questions and answers, and etiquette in the concluding chapter are quite helpful.

This book should nicely fit a short course in equitation. K. W. Bookwalter.

Welsh, Ray, *Winning Basketball,* Burgess Publishing Company, Minneapolis, 1947, 144 pp., $2.50.

This book is a compilation of ideas, drills and plays from prominent coaches over the country. Offensive, defensive and general principles, in the form of hints, open the presentation.

Twenty-six fundamental drills are diagrammed and explained. Successful offensives and defenses of selected coaches are explained by those coaches. Suggestions for scorers and timers and all officials are outlined.

This book should be extremely helpful to the new coach. K. W. Bookwalter.

Wittenberg, Rudolph, W. *So You Want to Help People,* New York, Association Press, 1947, 173 pages. $3.00.

The Volunteer has always played a most strategic role in American life. From the very beginning of our democratic form of existence "the common man" has laid aside his own personal schedule to help others—and quite often unknowingly, helping himself. The importance of a sense of "service", as one of man's basic drives, was made clear some years ago by one of our most respected sociologists, Dr. Emory Bogardus.

To give of one's self, to help others, has been a human challenge and satisfaction which has been expressed by many thousands of volunteers during the last year (1946) for which statistics exist. It is important to note that 65,992 volunteers in 875 cities were reported by Public Recreation authorities and 28,064 volunteers were reported in the same year by the YMCA. These are but only a small group considering the fact that according to Chambers some 319 youth serving organizations exist.

It is this army of volunteers for which this book has been prepared. "A mental hygiene primer for group leaders" is the central theme. It is prepared for leaders who early discover and apply the difference of attitudes and behavior patterns to "things" and to "people". This storehouse of helpful guides to leader's problems is person centered. It is the "process" not the "product," in the long run, which controls the score for success. After elucidating fully with practical every day leadership examples in each chapter, the author very successfully pulls together a summary which he labels "In Brief". The author strikes at the very heart of dealing with such a process of working with people helping to answer enigmas of the intangibles of life which give life meaning, lift, and spirit.

C. F. Weckwerth.

Zoethout, William D., *Introduction to Human Physiology,* C. V. Mosby Company, St. Louis, 1948, $4.00.

The body as an organism is treated with chapters on energies, stimulus response, cells-tissues-organs systems and fermentation.

The control of the body by the nervous system and by the muscles are briefly covered. The nutrition of the organism by the blood, the heart, blood vessels and tissue fluid is covered in that order and in a related manner.

The pulmonary and digestive system and its measurement are covered in five chapters. The hormones, heat regulation and renal secretion and skin involve three chapters.

The sensory systems (sight, hearing, touch-temperature and pain) are covered in one chapter. A chapter on the nervous regulation and one on reproduction conclude the text. Guiding questions accompany each chapter and 138 illustrations and 4 color plates aid in simplifying the understanding of the content. K. W. Bookwalter.

Zoethout, W. D., *Laboratory Experiments in Physiology,* C. V. Mosby, St. Louis, 1948, 259 pp., $3.00.

This manual is designed to accompany the author's textbook, *Introduction to Human Physiology.* This is the fourth edition and is based upon years of teaching experience.

Nine experiments deal with the use of simple apparatus. Ten experiments deal with simple chemical and physical problems. Muscles are involved in 15 problems in Chapter III. Chapter IV deals with 10 problems on conductivity. There are 16 experiments concerned with the central nervous system, 17 with blood, 32 with circulation, 10 with respiration, 26 with the receptors, 5 with digestion, and 2 with secretion of sweat and urine.

Part II includes a chapter with 27 experiments on carbohydrates, one chapter on 12 experiments on fats, another chapter on proteins with 22 experiments. There are 15 problems dealing with composition of various body and food substance. Digestion has 17 and urine has 17 experiments.

Complete, clear and concise instructions are incorporated in the manual which can be utilized with other reputable texts. By selection any emphasis or load may be given a course. An index concludes this manual which is permanently bound.

K. W. Bookwalter.

4

PHYSICAL EDUCATION in the PUBLIC ELEMENTARY SCHOOLS OF CINCINNATI

W. K. STREIT, Director of Physical Education

Health and physical fitness are important to an effective citizen. Day-to-day living requires strength, vitality, and endurance. Good health and strong vitality are necessary for a happy and useful life. The schools help meet this challenge. It is a major function of education to develop good health and physical fitness.

Physical education develops capacity for greater effort. Strength, skills, and stamina are developed by defined stages. But skills, agility, balance, flexibility, power, strength, and endurance do not complete the objective. The program provides many socializing activities to build character; it provides abundant opportunities for leadership and followership. Here is a laboratory for the development of teamwork and the democratic way of life.

Good sportsmanship has many of the elements of good citizenship. The individual learns that he has more fun when he plays the game by the rules. The group may make the rules, and through a referee or an umpire enforce them. The individual submits to the discipline of group controls and group interests. The gymnasium and the playfield have great instructional opportunities, and serve as laboratories for the practice of good citizenship.

The elementary years are most important for growth and development and are critical in terms of securing health and physical fitness outcomes. It is therefore essential that pupils in these grades lay the basis for strong bodies through a vigorous program of physical activity conducted by well trained teachers.

Function of Physical Education

The school enables the pupil to grow wholesomely. City life in our mechanized age has endangered our physical welfare. The school must provide activities which substitute for the normal big-muscle activities characteristic of our former agrarian society with its slower tempo. Such activities also serve to develop skills and attitudes that make for increasing self-control and to consume time and energy wholesomely.

The pupil who exercises plentifully becomes tired and rests better; gets hungry and eats more; has more need of oxygen and breathes more deeply and more rapidly; has more waste content to be carried from the cells thus causing increased circulation. It is also easier for him to practice good sex hygiene; it is less likely that he will become involved in unsocial or even delinquent conduct.

All medically fit pupils need to participate in daily vigorous big-muscle activities during their period of rapid physiological development for sustained improvement in physical fitness. The school, however, cannot provide all of the four or five hours of big-muscle activities the pupils need daily. Therefore, physical education classes should be used primarily as instruction periods wherein pupils learn suitable activities and develop neuromuscular skills that carry over into out-of-school use.

Physical education, then is an activities program. It is one of many subjects offered to boys and girls in elementary schools and differs in content but not in general purpose from other school subjects. To a degree, each is concerned with developing the intellectual, emotional and physical activities of children appropriate to their current and future needs. The contribution of physical education is made through its program of rhythmical activities, games and contests, apparatus and stunts, athletic events, conditioning and corrective exercises, and leadership training.

Content Material by Grades

Kindergarten
- Free Rhythms
- Imitative Rhythms
- Singing & Dramatic Games
- Story Plays
- Games
- Floor Stunts
- Apparatus Stunts

First grade
- Free Rhythms
- Imitative Rhythms
- Singing and Dramatic Games, and Dances
- Story Plays
- Games
- Floor Stunts
- Apparatus Exercises

Second grade
- Fundamental Rhythms
- Imitative Rhythms
- Singing and Dramatic Games, and Dances
- Mimetics

- Games
- Floor Stunts
- Apparatus Exercises

Third grade
- Fundamental Dance Steps
- Singing Games and Dances
- Indian Dancing
- Rhythmic and Developmental Exercises
- Mimetics
- Games
- Floor Stunts
- Apparatus Exercises

Grades 4-5-6
- Rhythmical Activities
  - Developmental Exercises
  - Fundamental Steps
  - Folk Dancing
  - Social Dancing
- Games, Relays, Contests, and Rope Jumping
- Apparatus, Tumbling and Stunts
- Individual Athletic Events
- Physical Achievement Tests
- Remedial Physical Education
  - Posture
  - Home Exercise Cards
  - Restricted Program
- Physical Education and Safety
- Intramural Athletics
- Interschool Activities

Grades 7-8
- Rhythmical Activities
  - Music in Physical Education
  - Developmental Exercises
  - Fundamental Steps
  - Folk Dancing
  - Social Dancing
  - Tap Dancing
- Games, Relays, and Contests
- Apparatus, Tumbling, and Stunts
- Individual Athletic Events
  - Minimum and enriched program
  - Physical Achievement Tests
- Swimming
- Remedial Physical Education
  - Posture
  - Home Exercise Cards
  - Medical Excuse or modified program
  - Physical Education and Safety
- Physical Education and Safety
- Intramural Activities
- Interschool Activities

Time Allotment

In the primary grades, the time allotment for health, physical education and rest is 300 minutes per week. In the intermediate grades, the physical education time is 100 to 150 minutes. In grades seven and eight, 135 to 165 mintes are allotted to physical education.

Personnel

The class room teacher is responsible for the physical education instruction in the kindergarten and primary grades. Special teachers with a physical education "major" preparation teach physical education in grades 4 to 8.

Course of Study

Printed courses of study are available to all teachers in the kindergarten-primary grades, intermediate grades, and upper elementary grades. Teachers in these grades have taken an active part in the course of study preparation.

Facilities

Cincinnati's 62 elementary schools have 58 gymnasiums. Of these, 25 are independent units varying from excellent to fair; 17 are combination auditorium - gymnasiums and 16 are make - shift gymnasiums. Outdoor play areas vary from almost none in basin area schools to adequate provisions in some hill-top schools. The Manual for Architects adopted by the Board of Education in November 1947 calls for an elementary school gymnasium 45x80 ft. divided at about 23 feet by a folding partition to provide space and equipment for primary grades to use the gymnasium at the same time that it is being used by intermediate or upper grade children. Community use is considered in planning the gymnasium and locker rooms. Hard surfaced and turfed areas are provided for outdoor play.

Sex Differences

The differences between the sexes are so important that they require special consideration if the program is to serve its best purpose. These differences are anatomical, physiologcal, and psychological. They are so pronounced in the fourth grade that they warrant the separation of the sexes in physical education activities. The girls cannot compete equally with boys in activities involving strength and speed, nor do they have the endurance of boys. Girls are particularly underdeveloped in the upper body.

The menstrual period of girls, which frequently commences in the elementary school, presents a problem which is best handled by the separation of the boys and girls. Puberty brings various psychological differences between the sexes which make separate programs desirable. Lehman and Witty found that there were greater differences in the play activities of the two sexes from the ages of eight and one-half to ten and one-half years than at any other period. Girls become greatly interested in rhythmics, which do not interest boys in a marked degree for a number of years. Boys are interested in personal combat activities, which seldom interest girls.

Training in skills is much more difficult of ac-

complishment in mixed classes than it is in classes grouped on a basis of sex. Achievement tests, athletic apparatus and game activities require events adapted to the sex of the individual. Combined classes of boys and girls result in the degeneration of the physical education program into a recreational program. Over-age children in a mixed class present a serious teaching problem.

For these reasons, it is desirable to provide separate programs for the sexes in their physical education activities beginning with the fourth grade, wherever possible.

Teaching Suggestions

General Suggestions: The physical education period should be one of joyous, big-muscle activity and happy comradeship. To secure the best results the teacher should:

- Know the activity thoroughly before attempting to direct it.
- Complete all preparation for the activity before presenting it.
- Introduce an activity by naming it, explaining it briefly, putting the class in the proper formation, demonstrating it, asking for questions, then starting it.
- Explain an activity clearly; talk briefly and to the point; drive home the main facts and let the lesser details take care of themselves; avoid lengthy explanations.
- Give a good demonstration, which is usually more helpful than an explanation, or carry on the two together.
- Enrich the period in all ways possible through historical background, contemporary usage, and discussion of application.
- Cultivate a clear, decisive, firm but pleasant voice.
- Give careful attention to pupil leadership.
- Keep all class members active.
- Give praise whenever it is merited.
- Stimulate each pupil to make his best effort.
- Be persistent in carrying out the program but do not hesitate to alter it as occasion demands.
- Choose, whenever possible, activities that relate to the season, weather, day, or particular interest.
- Stop an event that is going badly, correct the difficulties, and then start it again.

Criteria for Selecting Activities. In selecting activities for physical education the following should be considered:

- The characteristics of the pupil.
- Limitations of time, space, equipment and facilities.
- A balanced program of exercise to insure all-round development.
- Values in supplying physical, mental, and social needs of the pupil.
- Repetition to attain mastery and enjoyment of accomplishment. (Mastered games, dances, or exercises should not be dropped too soon; they should be reviewed periodically. Pupils enjoy review work, especially in Physical Education.)
- Progression from lesson to lesson and from grade to grade.
- Carry-over and lead-up values.
- Appropriateness to seasons.

Planning. The yearly plan for each grade or combination of grades includes the usual class program plus supplementary activities among which are intramural and interscholastic activities; physical achievement tests; activities for special occasions, such as American Education Week, sports days, seasonal holidays, play days, and demonstrations.

The yearly program is divided into quarters of ten weeks each. The first is the fall quarter; the second and third are the winter quarters; and the fourth is the spring quarter. In the quarters the content of the activities program is listed in detail. The graded games, dances, athletic events, apparatus and exercises for apparatus, stunts, mimetics, and developmental exercises are listed specifically. These essential activities should be included before others are introduced. The placement of the activities should conform to available facilities. Thus, where sufficient outdoor space as well as a well-equipped indoor gymnasium is available, apparatus and tumbling stunts should be scheduled for winter only, and games and athletics should be emphasized in the fall and spring. Developmental exercises are scheduled throughout the year since they should be used in brief periods that recur frequently and regularly.

Since all the activities scheduled cannot be practiced to advantage every week in two or three lessons, the quarters should be divided into periods, two or more weeks long, and activities planned accordingly. Thus the desired frequency and time allotment may be attained for each activity. The arrangement will vary also according to the method of instruction. A combination or an alteration of the class and the squad method may be feasible; but in some situations the class method of instruction throughout may be most effective.

The final step in planning for each class is to make lesson plans, including the time allotted to each of the activities presented in the lesson, the methods of presentation, class management, introduction of new activities, review of old, and so on. Each day's work is the continuation of the previous day's work; therefore, lesson plans are made daily.

(Continued on Page 83)

GENERAL AND SPECIFIC INFORMATION REGARDING PHYSICAL EDUCATION IN THE LOS ANGELES CITY HIGH SCHOOLS

MARTIN H. TRIEB, Supervisor

Many teachers are inducted into our school system each semester. It is hoped that the information contained herein will answer many of the questions of the new physical education teacher; and that the suggestions will improve instruction.

The principal of the school is the educational and administrative executive of the school to which you are assigned. He is responsible for all activities. Course of study activities as set forth in the curriculum are under his immediate supervision.

The supervisor of physical education has the responsibility for the supervision of the physical education program in all of the junior and senior high schools. A new teacher should feel free to ask for help by the supervisor. However, it would be best for this request to come by way of the principal.

Appearance: Of no little importance is the teacher's appearance in and around the gymnasium and athletic field as well as about the school plant. Since the teacher is and should be an example to his students they will imitate his dress, manners and behavior. While teaching, a teacher should always be dressed in an approved uniform decided upon by the physical education teachers of that school. (Recommended are long gray flannel or wool trousers.) It should be neat and clean. A coat, sweater or jacket should be worn when entering the school building, cafeteria, or offices, and also when having conferences with parents.

Attendance: The first function of every teacher is to meet his classes on time and take the attendance as speedily as possible. For this purpose special roll call cards have been devised and are to be used. Absences are to be reported in the manner prescribed by the school.

Discipline: Of major importance is the maintenance of good discipline and attention, for without it there can be no learning. This requires that the teacher be sympathetic, impartial, without familiarity, that he command respect, and secure the confidence of his students. To send boys to the office of the vice-principal for discipline reflects weakness and should not be done until all other avenues have been exhausted. The teacher who keeps his boys interested and busy, who has a program and follows it, usually has the least difficulty.

Good Housekeeping: By all means be a good housekeeper. Help keep the office orderly and attractive. Dirty suits or athletic material covering chairs and desks, and shoes about the floor do not make for a business-like appearance. The gymnasiums, locker and shower rooms, and offices, as the working places of the department, should always be presentable after use. Students need to be taught to help in this matter of orderliness and good housekeeping.

Progress of Students: Careful thought is to be given to recording the progress and achievement of students. Physical fitness tests, self-testing events, and games and health tests are aids and should be used as an essential part of the program. The results in the various classes should be checked by comparing them with expectancies set up for each grade as indicated in the new secondary course of study.

Supplies and Equipment: All supplies are ordered on a form requisition submitted to the Business Division by the principal. Supplies are ordered only twice a year. Equipment is also ordered on a form requisition when budgets are set up for that purpose. Equipment is ordered only once a year.

Teachers' Meetings: The necessity for teachers' meetings, as well as for promptness in attendance there upon, should be obvious. These meetings are held for a definite purpose.

Teacher Ratings: Teachers are rated only by the principal. Substitute teachers are given monthly ratings, probationary teachers at the end of each semester. Regular teachers are rated only if their work is not satisfactory.

The teacher with outstanding ability is rated superior to outstanding.

The teacher with no outstanding quality is rated average to strong.

The teacher who is below par is rated unsatisfactory.

Graduation Requirement: Graduation requirement in physical education for the high schools of Los Angeles is daily class participation for each semester of attendance.

College Preparatory Work: Outstanding students should be encouraged and guided toward the teaching field in physical education.

Essentials for Better Teaching

Know your boys. It isn't likely that anyone can do a good job of teaching unless he knows his boys. To know them is to understand them. Too often the marking of boys at the end of the term is a matter of guess work. Be sure you know your boys so you can be fair in this respect. Discipline problems are rarer or become less frequent when you know your boys.

Plan your work and work your plan. Almost all of us agree on the need for planning our work in advance because if we don't, confusion and conflict result. However, it doesn't do a bit of good to plan your work unless you are ready to work your plan. Often boys get into mischief because there has not been a good job of planning or lesson preparation to keep them busy in the right things.

Be enthusiastic. Enthusiasm is contagious, but you can't catch it where it isn't. It is the teacher's responsibility to put enthusiasm where boys can catch it. Even the tone of your voice helps. If you talk about a thing in a tired, bored manner, you just can't expect boys of 9 to 15 to be interested.

Anticipation. It is pretty hard to get boys interested in events and the plans that are coming or scheduled if they don't know what these events are. Therefore, it is a good idea to plan the high spots for the term, or even the year, months in advance and let the boys know about them. A program which is kept strictly "under one's hat," will do very little to build interest on the part of the boys.

Achievement. Too often we try to get boys to achieve for the sake of getting an award. We must try to emphasize "Doing for the fun of doing," not just "Doing for the fun of getting." If you plan your program carefully both you and the boys will be surprised at the end of the term to find many achievements have been passed without the boys even realizing it. It seems to us that this is good teaching.

Our Philosophy of Physical Education

The aims of physical education, as we see them, are compatible with the basic aims of education. They conform to acceptable criteria of educational and social philosophy.

Physical education differs only in the specific objectives that it emphasizes and in the kind of activity that predominates in its program. Physical education makes its important contributions to education through activities which have been found to promote the student's physical well-being. The modern teacher must provide an *enjoyable* and *effective* activity program.

Daily participation in vigorous activities leads to the development of organic power and neuro-muscular skill, and at the same time provides opportunity for social understanding appropriate for democratic living.

A friendly attitude and sympathetic guidance on behalf of the teacher are essential to the enjoyment of the activity and the feeling of well-being which boys find in physical education. Boys should become increasingly aware of and able to use the body as an effective means of disciplined expression.

A varied program of physical activities and the prescribed program of health education will contribute to full social and individual growth and development. Physical development takes place only through exercise, therefore vigorous activities must be provided. Social and emotional growth depend upon wholesome associations in group activities.

Physical education is not the privilege of a few, but rather the rightful heritage of all boys. Materials and activities appropriate for all types of individual needs must be provided to insure an adequate program for all.

Youth is the optimum time for the development of physical power. After maturity is reached all that can be expected is the maintenance of power. Physical development should exceed the demands of daily living, leaving a safe margin for illness and emergencies.

A well-organized and directed program of physical education must be in effect throughout the individual's high school years if he is to lay the foundation of *fitness* needed for all of life.

Standards of Attainment

The test of the effectiveness of the teacher's instruction will be the extent and variety of activities that the boy learns to participate in, and enjoy under his own leadership as well as that of the teacher. Every boy should know thoroughly at least the minimum requirements of the various activities scheduled for presentation to his class.

Through all the teaching and organization of activities, and rules for games, the outcomes and associated learnings of physical education should be kept constantly in mind.

Minimum attainments of class:

1. Self-testing. A minimum of five events per term; officially scored twice, once at the beginning and once at the end of the event.
2. Games. A minimum of two "highly" organized games per term, learned so that boys can play them under their own direction with satisfaction.
3. Stunt Activities. A minimum of 15 to 20 stunts should be presented during the term, of which the student may perfect any five.
4. Relays. A minimum of five *new* relays per term.
5. Health. Improvement in behavior according to health rules.

6. Posture. Definite posture training should be given a place in the program. Instruction should be such as to enable a boy who cannot pass an acceptable posture test upon entering the grade, to pass by the end of the year at least.

Physical Fitness Award

The health and physical fitness certificate is an award given to all 12th grade students for reaching a definite standard of health and physical fitness. To be eligible for this certificate boys must have:

1. Corrected all correctable physical defects.
2. Achieved the established standard of physical fitness and aptitude.
3. Achieved normal posture as certified by the school physician and the teachers.
4. Be able to meet the Army physical standards for Class 1A.
5. Attain a minimum performance of 50% (based on the established score sheet) in any event.
6. Not less than an average of 75% for all events which constitute the physical aptitude test.

The Program Essentials in Physical Education on the Secondary Level

Training for physical fitness as an essential element in a successful physical education program. (Current civilization has created conditions which make physical fitness essential to full and complete living. Every physical educator should be interested in the dynamic physical fitness of every boy and his capacity for muscular effort.) There are various tests, especially devised to measure this dynamic fitness.

A testing program which provides for the administration of appropriate tests at regular intervals. The results of these tests will be used to determine the needs of individual students.

Health instruction as suggested in the outline course of study for the seventh and ninth grade students in junior high schools, and in the eleventh grade for the senior high school students.

Games. Team games that are highly organized which include softball, volleyball, basketball, touch football, speedball and soccer. Individual and group games that are not so highly organized, which include handball; table, paddle and regular tennis; horseshoes; circle games and relays.

Gymnastics. Ten minutes of conditioning exercises at the beginning of every period, also apparatus work and tumbling.

Athletics. Interschool competition in a number of games supplements the regular program in the senior high schools. An extensive intramural program prevails in the junior high schools.

Rhythmical activities, among all school activities, offer the best means of training in social forms. They not only are fine exercise but also cultivate poise, carriage and posture.

The teacher of physical education is expected to be a specialist in group games and other forms of recreation. He is expected to promote and conduct social affairs for the students, for the faculty, and even for the P.-T.A. These duties are a part of the social program of the school and should be accepted readily by the teacher.

Teaching Materials and Aids

Every new physical education teacher should check the materials listed below to be sure that all printed and mimeographed materials which have been published during the past few years, are at his disposal. It is important that those materials be not only available but in the hands of each teacher if he is to do a satisfactory job.

Outline course of study in physical education for Jr. H. S., Pub. No. 421, '46.

Outline course of study for Senior High Schools, Pub. No. 422, '46.

Outline course of study for Junior High and Senior H. S. in Health, Pub. No. 408, '45.

Health Fundamentals for Teachers, Pub. No. 376, '42.

Physical Fitness Tests, record cards and certificates.

Modified Program for Corrective Classes.

Course of Study in Physical Education, all grades, loose-leaf binder.

Teacher Program Cards.

Athletic Guide or "Brown Book" or "Bible."

Too often in the past this last mentioned guide has not been read carefully nor used as it should have been. You are urged to read it. Re-read it; read it again, work it, use it, and keep it within arm's length at all times. By doing this, the number of telephone calls to the Central Office will be greatly reduced and you will be better informed.

Some monthly and quarterly publications that are read by alert physical education teachers are:

The Research Quarterly, Pub. by the American Association for Health, Physical Education and Recreation.
The Journal of Health and Physical Education, Pub. by the above organization.
The Athletic Journal
The Scholastic Coach
The Physical Educator.

Conclusion

The physical education supervisor is willing and eager to help the teacher of physical education in every way possible to realize and accomplish the objectives the teacher has set up.

STATIONARY SWIMMING

A SHORT WAY TO PRODUCE A SAFE SWIMMER

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Introduction

What constitutes a safe swimmer? He should be one who can meet all situations in the water of any public swimming facility and deal with them successfully. He should be able to keep himself afloat for a reasonable length of time with and without the use of his arms and legs. He should be able to swim in one place as well as move from place to place. This, in turn, will enable him to stay afloat in a congested area as well as to navigate in open water. He must be able to change his position in the water easily, and to change his direction quickly.

All these requirements can be met in a relatively short time, provided the proper fundamentals are taught in the proper sequence. In order to accomplish this, the instructor must have his class well organized, must keep the attention of his pupils at all times, and must keep them busy. Too much teaching is done well enough to get the pupil into trouble but not well enough to get him out of trouble.

Class Organization: In organizing the class, the most efficient method is to divide the students into two or four equal groups, and to number the students as "ones", "twos", "threes", and "fours". In this way groups can be called by number, either to work together in pairs or in different parts of the swimming area. Or, while the ones and twos are working in the water, the threes and fours can stand at the edge of the pool and learn by observation. Never should the attention be centered on one individual at a time, for by doing so the remainder of the class gets out of hand. Any individual attention should be given at the end of the class period.

In order to keep the class constantly under control and to keep the attention of all, it is usually best for the instructor to remain on the edge of the pool, *out of the water.* When in the water, he is not as readily seen by all pupils, and there is a tendency for him to lose control. When the class work calls for any demonstration, the instructor should pick out a better student in the class and cause him to do the demonstrating, especially pointing out any faults and any very good points about the demonstration. If the demonstration is poorly done, the instructor should work with the demonstrator (keeping the attention of the class on him) until his work is as perfect as desired. It is simpler to work with one demonstrator and perfect his actions before the eyes of the entire class than to try to perfect the work of an entire class at one time.

In order to keep the students busy, it is necessary for the instructor to have his lesson plan well in mind and progressively arranged. If, for instance, the ultimate object is to learn to swim on the back, the class work should begin with floating face up with a partner assisting; then, without assistance; then, floating with sculling; and finally, floating with sculling and leg action.

With this short preface, we come to the actual instruction.

Fundamentals of Swimming

We must at all times keep before the minds of our pupils that the three fundamentals of a good swimmer are: Proper breathing, relaxation, and proper body position. If these three fundamentals are observed, anyone can stay afloat. They must be well mastered before any attempt is made at teaching any motions or strokes. If a stroke is attempted too early in the learning process, a water fighter is produced. All motions in the water and all actions must be done quietly and easily without any sudden jerks or fast movements. Most of the body must be kept under the surface of the water at all times, thus displacing the greatest amount of water and producing the greatest buoyancy. If any part of the body is raised above the surface, the rest of the body is forced downward. The part of the body we are interested in keeping above water is the head and face; therefore, the remainder of the body must at all times be kept under water.

Breath Control: Let us now consider the matter of breathing. Correct breath control is the most difficult fundamental for a beginner to master because of the fact that the breathing is done in the reverse manner from that which the average individual is accustomed to using on land.

Let us follow a simple progressive procedure. On land, with the mouth open wide, take a moderate breath — not too deep. Now, keep the mouth open and hum through the nose or say m-m-m-m-m-a-a-a-a-a-a-a-a. Be sure to exhale completely and long so as to expell *all* the bad air. Let us try that same exercise several times until we can do it freely and easily.

Let us get into the shallow water and lower ourselves until our chins touch the water. Remaining in this position, let us breathe the same as we did on land, taking a moderate breath in through the mouth, and humming it out through the nose, if possible with the mouth still open. While doing this, let us take notice of our arm and leg muscles.

Perhaps they are tight and tense. If they are, just let go. You will notice that you will not fall over the way you would on land, but that the water will support you and will prevent you from falling over. Also, let us take notice that when we inhale, our bodies have a tendency to come up, and when we exhale, our bodies have a tendency to settle down into the water again. This merely goes to show that keeping our lungs filled with air most of the time tends to keep our bodies at or near the surface.

We have learned to breathe correctly with water pressure against our chest. Next, let us try to take a breath through the mouth above the water, and then hum it out through the nose while touching the nose to the water. Let us continue to blow or hum as long as the nose is in or near the water. Let us further raise the head when we are nearly out of air. As long as you continue to hum under water no water can get into your nose, but, on the other hand, as soon as your nose is above water, the air should all have been expelled, and you should be ready to take a fresh breath of air again.

When you have mastered this moderate bubbling in a relaxed and easy manner, try taking a breath through the mouth above water, and then place the entire face in the water while you hold your breathe. After you have held your breath as long as possible, hum it out, causing the water to boil. You are gradually learning breath control.

Rhythmical Breathing: Now, let us do this bubbling rhythmically. Take your breath through the mouth above water, and lower your face gradually into the water. As soon as the nose touches the water, start humming or bubbling, and continue bubbling until nearly all the air is expelled. Then gradually raise the head and continue to hum or bubble until the nose is free of the water. Immediately take your second breath through the mouth and continue as with the first breath. Do not lower the head too far into the water; just low enough to permit the nose and mouth and perhaps the eyes to be in the water. By keeping hold of hands or placing the hands on the rail, you will be sure that the hands are not being used to wipe the face. Later, while swimming, you will not want to wipe your face every time it gets wet. You will need your hand in the execution of your strokes. Let us pair up with a partner. While we are under water holding our breath, our partner will remain above water and show us from one to five fingers of his hand. Open your eyes under water and count the fingers, so that your partner knows that your eyes were open. Now change about and show your fingers to your partner the same way. Let us see how long we can hold our breath under water without bubbling. Take a breath slowly through the mouth, and lower your body to a kneeling or sitting position, so that the entire head is under water.

Buoyancy: To prove that we must keep our bodies submerged as much as possible, let us kneel in the water so that while kneeling the water is up to our chins. Hold your arms above your head. You will find that your knees easily remain on the bottom. Now pull your arm down into the water and slowly reach for the bottom while you place your face into the water. You will notice that your knees have a tendency to raise up off the bottom, and that your body is floating. This float is known as the JELLY FISH FLOAT. To regain your standing position, keep your hands and face in the water and pull your knees slowly forward, until they are almost touching your chest. You will notice immediately that your feet have been brought to a position from which you can place them on the floor and stand up.

Let us try this Jelly Fish Float again. This time after we are floating, let us slowly extend our arms forward along the surface of the water and the legs backward, thus placing our bodies into what is known as a PRONE FLOAT.

Prone Glide: Let us try to assume this same prone float, starting with our backs against the side of the pool or backboard. Naturally, as we extend from the jelly fish position into the prone position, our feet will contact the wall, and as we straighten out we will glide forward. Before going into a glide from here on, let us always start with the jelly fish float position so that we gain buoyancy and do not sink by trying to push off with our shoulders and hands above water.

At the termination of the prone float, it will be necessary to regain a standing position. We do this exactly as we did from the jelly fish float position by first pulling our knees forward close to our chest, then pulling the arms downward, then placing the feet on the bottom, and finally raising the head out of the water. It is very essential that the head be raised last. If we try to raise the head first, we destroy our position of buoyancy, and we experience great difficulty in regaining our standing position.

At this point the mistake is often made of adding a leg motion to the glide. It is the opinion of the writer that the pupil is not yet familiar enough with the water to allow himself to think of any motions. He is still too concerned with attaining buoyancy and maintaining balance. If a leg thrash is introduced at this point, similar to that of a dog paddle, he may feel as though he were progressing, but this progress is gained through the expenditure of much energy and the acquiring of a bad habit, namely, that of tensing. As long as he keeps on thrashing and holding his breath, he feels safe. Let us, therefore, keep the attention of the pupil on the attaining of buoyancy and balance.

Face-up Float: We will now attempt a float with the face up. That should be simpler than the prone float because of the fact that our breathing apparatus is above water and we can breathe freely.

Let us pair up with a partner approximately our own size and stand in water up to our chest, one partner back of the other and both facing away from the shallow water. The rear partner will gently grasp the front partner by the head and slowly pull him backward. The front partner places his hands on his hips, so that he does not have a tendency to reach for the sky. He also tries to keep his feet on or near the bottom, constantly attempting to touch the bottom with his toes, not by walking backward but by letting his toes drag along the bottom. In this way he will be more apt to raise his stomach and arch his back. If he insists on bending forward at the hips, the rear partner can touch his buttocks with the toes of one foot, thus reminding him to raise that part of his anatomy and not let it drag.

After the floater has been pulled back five or six feet, he is allowed to lie there motionless and relaxed for some time while the head is being supported. As soon as the rear partner feels and sees that his partner has relaxed and is breathing through his mouth freely, he may gently lower his hands and loosen his grasp so that his partner floats free and without support. As soon, however, as the floater wishes to regain his standing position, the rear partner assists him by pushing his head forward.

After changing about so that each partner has an opportunity to try this exercise, we repeat it again after instructions have been given as to how to regain a standing position from a face-up float. (Let us always refer to this position as a FACE-UP FLOAT, because the term *rear float* or *back float* too often is misinterpreted as meaning a float with the body horizontal and the feet near the surface. Though this may be a fairly easy position for a female individual to maintain, it is very difficult for a male to acquire and maintain.)

To regain a standing position from a face-up float, let us gently reach downward and somewhat backward with our hands, grasp the water, so to speak, and pull forward or toward our feet as we assume a position similar to the jelly fish float, and from that position we already know how to regain a standing position.

Sculling: Let us repeat our face-up float with support, and while we are being pulled backward through the water, let us try to help along by grasping the water near our hips and pushing it under our bodies and toward our feet. This action is known as SCULLING and is one of our first propulsive movements. It is easily done after the face-up float has been acquired, but let us always be sure to start our backward swim from a face-up float position rather than pushing off backward from a wall or the bottom. In a push-off backward, the tendency is for the body to sink, and we become panicky and immediately struggle for a foothold or, even worse, reach for the sky.

Changing Positions: We are still not ready for any swimming motions. It now becomes essential for the beginner to learn to change from one floating position to the other without placing his feet on the bottom and without becoming panicky. Let us try the change from a face-up float to a prone float first, because we probably are still a little uneasy about assuming the face-up float. While floating quietly, face up, reach toward the bottom with one hand, take hold of the water and pull it toward the surface. Keep the body relaxed. Keep the chin up when starting the float, but as soon as the roll-over has been done pull the head forward and keep the face in the water until you are ready to stand up again. Let us scull backward quietly and, somewhere along our travel, let us reach down and pull up so that we execute this roll-over.

In attempting the roll-over from a prone float to a face-up float, we start with a prone glide and, during the glide, we pull one arm down through the water, pressing with the hand so as to tip the body up and away from the hand that is pressing. As soon as the body has rolled over, the head must be thrown back with the chin high so that the face-up floating position is assumed and the body maintains its buoyancy. The other hand follows on through the water, and both hands are placed on the hips.

Elementary Combinations: Now, let us begin with a prone glide, execute a roll-over in the just-learned manner, and continue on our way by sculling on our backs; thus we are able to practice four elementary movements in one exercise or test, namely: Prone glide, changing of position, back-float, and sculling. We have gradually attained self-confidence, and a large degree of safety, in the water. We are now ready to begin using our legs.

In teaching beginners, it is well to know that the initial, complete stroke learned, if learned exclusive of all others, makes it very difficult for the pupils to learn any other stroke later on. These first movements are firmly impressed on their minds, because these are the movements that first caused them to have any measure of success in swimming. In order to prevent any such condition from developing, let us attempt to teach the movements of two entirely different strokes at the same time, in parallel (if you wish). These strokes will be the elementary crawl stroke and the breast stroke. They can almost be taught as rapidly together as one of them alone, and will not only make the pupil strong in the water, but at the same time will equip him for speed, if he desires to display it.

Leg Motions: To begin with, let us not teach the crawl leg motions on the back, nor the breast with the face down. We should not teach the crawl leg motions with the face-up position, because in this position we wish to acquire as much rest and relaxation as possible, and the crawl leg motions require too much exertion, especially with a beginner.

With the face-up float, we teach the breast stroke leg motions, because here we have very little energy expended and have frequent rest periods. We may easily teach the crawl leg motion with the prone glide, because in this there is a desire for fast propulsion and little thought of rest.

It is not advisable to teach the breast leg motions with the prone float because the leg drive comes too close to the surface, and it is difficult for the beginner to raise his head out of the water when he later learns to breathe and to use his arms.

Crawl Leg Motions: The crawl stroke leg motions are identical with those of running on toes. With this in mind let the beginner stand in water a little more than waist deep. With arms extended forward, and in the water, ask him to run forward on toes and with very short steps. As he progresses forward have him lean forward until he falls forward. During this fall he must continue to run in the same manner. He will ultimately be in a prone floating position and still using running motions with his legs. It is well to emphasize, after his first trial, that he should concentrate on extending his legs, keeping his feet under the surface at all times and think of lifting the water from the bottom toward the surface with the bottoms of his toes. In order to force the feet down into the water, let us raise the head out of the water in our prone float by pressing on the water with our hands as the arms are fully extended forward.

Breast Leg Motions: In our face-up float, we use the breast stroke leg motions. For the acquiring of these leg motions, it will probably be necessary to place the pupils with shoulders against the wall, body straight and sloping away and toward the bottom, while the hands hold onto the rail or wall over the shoulders. While in this position, let us bend the knees and hips, bringing the knees to the surface of the water, but separating the feet so that they are drawn, more or less, backward toward the hips. From this position the legs are extended sideward as wide as possible, and immediately brought together in the extended position. This constitutes one stroke. During this entire stroke the feet should be kept hooked, so to speak, or at right angles to the longitudinal line of the leg. When the knees are bent, they should be kept close together instead of separated, as was the case in the original European stroke. This gives the lower leg an oar-like action and causes the inner surface of the leg to engage the water on the drive.

Our drawing of the feet downward and outward when the knees are bent makes for better position and more buoyancy in the face-up float, because the pressure of the legs on the water is downward. Also, the extension should be made on an angle toward the bottom so that the upper body remains at the surface. Our upper body should be kept as motionless as possible, and no jackknifing at the hips should be permitted.

As soon as these leg motions are fairly well perfected against the wall, we start with a face-up float, then start our sculling, and, while floating and sculling, we quietly introduce a breast stroke kick, now and then, resting and floating after each kick.

Elementary Combinations: As soon as these leg motions have been well fixed, we can combine them with some of our already learned fundamentals. We can jump into shoulder-deep water with hands over head, spring into a prone float, and do our flutter or crawl leg motions. We can start the same way again, but from the prone float we can roll over into a face-up float, scull with our hands, and use the breast stroke leg motions. This introduces a marked learning in safety because, should we be catapulted into the water and able only to negotiate a short distance in the prone position, we know how to roll over and proceed safely on our backs with sculling and the breast stroke leg motions. We are, therefore, ready to graduate to deeper water, and I *mean* graduate!

This change from water of standing depth to water of six or eight feet in depth is a very trying moment for the beginner. There will be some who will think nothing of it, but a larger majority will dread it. For the sake of this latter group, we must progress cautiously. At this point it is disastrous for a beginner to have any unpleasant experiences. Therefore, we must direct our efforts so that there cannot be any possible unpleasant experiences.

Graduating to Deeper Water

In graduating to the deep water, let us start in water of shoulder depth, standing, facing the wall. We raise our arms and stand on the bottom for a moment and then regrasp the rail or wall. Now, we move about three feet closer to the deep water. This time the water may come up to our noses, so we had better take a breath before letting go of the rail and raising our arms. After touching the bottom with our feet, we push off with our feet and regrasp the rail. Let us be sure to exhale through our noses as we approach the surface, so as to clear the breathing passages for the next breath. We raise our arms so as to add weight to our bodies, and thus we make ourselves sink more readily.

In this fashion we gradually progress toward the deep water. If we find that we cannot touch the bottom in the deeper water, so as to push off, it will be necessary to sweep our extended arms down through the water in order to assist our coming up. After we have progressed in this way to eight or nine feet of water, we have tested the various depths and should be ready for jumping off the deck into the deep water.

The First Jump: Let the first jump be near the side of a ladder, with the instructor holding a fish pole handy for the purpose of assuring the pupil, and as a safe-guard against emergency. Thus the first jump is made with the arms extended high over head and the body kept straight with the legs together. We assure the pupil that in this position

he can go down through the water faster and then, in turn, can push off from the bottom with his feet, at the same time pulling his arms down through the water and making himself come up more rapidly. Of course, again the first thing to do upon reaching the surface is to blow the nose, take a breath, and grasp the ladder. After this first jump has been successfully negotiated, the ice is broken and the fear has been eliminated.

Gaining More Confidence: After this jump has been made several times, we again test the nerve of the pupil. We ask him to jump in again, this time, however, with his arms down or hands on hips. On reaching the bottom, he is to do nothing about making himself come up. He is to count slowly to ten and prove to himself that the water will raise him to the surface in less than ten seconds, provided he takes a normal breath before jumping. Upon reaching the surface, he should blow his nose, take a breath, and, extending his arms forward in the water, propel himself to the ladder with the crawl leg motions.

A further test consists in having the pupils jump into deep water while facing away from the ladder. Upon reaching the surface, they lean backward slightly, raise their chins high, take a breath, and, by sculling and the use of the breast stroke kick, propel themselves back to the ladder. Now we are able to make various combinations similar to those made in shallow water.

We can start with a jump, facing the ladder, come up into a prone float, progress slightly with a crawl kick, then roll over and finish on our backs with the breast stroke kick. Or, we can reverse the procedure: Start with a jump, facing away from the ladder, come up to a face-up float, start backward with the breast stroke kick, then roll over and finish with the crawl kick in the prone position. We are gradually impressing the pupil with the importance of leg motions, and, after this has been accomplished, we may spend some time on arm motions.

Adding Arm Motions: By spending too much time on arm motions through land drills and special arm exercises, we place too much emphasis on these motions, with the result that the pupil soon forgets to use his legs. Let us, therefore, learn the arm motions in conjunction with the already learned fundamentals and in this way keep the emphasis on the all-important leg motions, buoyancy, and breathing.

To do this, let us continue our practice of jumping into deep water and propelling ourselves to safety with the legs. While doing this in the prone position, let us introduce a clawing or pawing motion with the hands. Let us reach out forward with one hand at a time, take hold of the water and pull it down and backward, thus imitating the actions of a dog. Let us be sure to keep the hands in the water all the time and the head above water for easy breathing. As we progress with these motions, let us gradually pull down deeper and back farther, and, on recovering for the forward reach, raise the elbows higher and higher until finally the entire arm is brought out of the water on the recovery. Let us by no means hold our breath while doing this, because our constant regular breathing determines our endurance. When we pull with one arm, we can take a breath through the mouth and blow it out through the nose when we stroke with the other. Thus we have learned our elementary crawl stroke.

Now, again starting with a jump into deep water, let us come straight up to the surface again by using the breast stroke kick. Upon arriving at the surface, let us continue to kick downward and to maintain the head above the surface without using the hands. This act is known as TREADING WATER. After we have gained a certain proficiency in treading water, we assist the legs by using the arms and hands. Your arms are to you in the water the same as a bird's wings are to it in the air. Push the hands forward slightly together, then press downward as you spread the arms. Now pull them together in front of the chest and immediately push them forward again. *As we begin to use our arms, we reach forward every time we kick.* If we will simply concentrate on this one act, the remainder of the arm-leg co-ordination will take care of itself. Now that we have learned to maintain ourselves at the surface, we can easily progress forward by reaching forward a little farther everytime we kick. The greater the forward reach, the longer the coast, and the longer the rest we gain after each kick or stroke, the greater will be our endurance.

Developing Endurance: Now that we have partially learned the two fundamental strokes, we continue with our jumping and swimming, making an effort to swim a little farther at each attempt. As soon as we can negotiate some thirty or forty feet, it is a good time to introduce a turn and float in deep water.

The Turn: To execute a left turn, for instance, as we come to the end of a swim, we reach forward as far as possible with our right hand, at the same time pulling our knees up under us. From this position we push the water with our extended hand to the right and back of us, thus spinning the body to the left. After the turn has been made, the legs are extended backward forcibly and the stroke is started again. Should the turn be more convenient to the right, naturally the left hand is extended forward and the water pushed to the left.

The Vertical Float: To do the motionless float in deep water, let us hold onto the rail so that our shoulders are under water. Now relax, take a deep breath through the mouth, and tip the head back until the chin is raised as high as possible. Do not try to bring the feet forward; rather, raise the heels backward slightly. Now release your hold on the rail and stroke the water back and forth gently with

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ACCELERATION CHARACTERISTICS OF THE GOLF CLUB

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An analysis of the available literature reveals that there exists two rather sharply contrasting descriptions of the acceleration characteristics of the golf club during a drive. One description has the golf club go through an initial period of rapid acceleration and following this the club continues at approximately uniform velocity up to impact. The other description has the golf club accelerate up to the instant of ball impact. To the many professional workers interested in the kinesiological and mechanical analysis of sport and athletic skills, the divergency of these descriptions presents a serious problem, a problem of determining which description is factual or true. If one attempted to evaluate these descriptions on the basis of the number of times each appeared in the literature, the description having the golf club accelerate up to the instant of impact would undoubtedly be favored. Long experience has shown, however, that the weight of sheer verbal repetition does not necessarily lead to a correct choice or the facts of a situation. The only satisfactory way in which the problem can be faced is through an examination of the basis and evidence for each description. This brief paper represents an attempt at such an examination.

The description that has the golf club accelerate only through the early portion of the drive appears to be based on an analysis of movements into ballistic and non-ballistic types. This classification has grown out of a large number of experimental studies of movements involving the fingers, hands, arms, legs, and trunk. These studies have shown that in many movement forms there is a momentary contraction of the unopposed driving muscles, with the member being carried through the remainder of the excursion entirely by inertia. As far as the writer has been able to ascertain, however, there have been no experimental studies which show the golf drive to be ballistic in nature. It would therefore seem that the description having the golf club accelerate only through the early portion of the drive is based solely on the assumption that the acceleration characteristics of the many movements studied in the laboratory are characteristic of all skillfully executed movements. This assumption may or may not eventually prove to be the case, but until there is some supporting evidence from studies on the golf drive the description that has the club accelerate only during the early portion of the drive must be considered an hypothesis and not an established fact.

The second description that has the golf club accelerate up to the instant of impact appears to be based primarily upon the assumption that in all human movements gross muscular contractions are maintained throughout a movement excursion. With the driving musculature acting during the entire movement, it would therefore follow that a positive force acts on the golf club throughout the drive and gives acceleration up to the instant of impact.

In regard to this assumption, the writer has been able to find only one instance of what may be interpreted as supporting evidence. This evidence comes from a single mutliple-exposure photograph of Bobby Jones presented by Edgerton and Killian (1, p. 63). This photograph has also been privately circulated by A. G. Spalding Bros., Inc., and in recent years has appeared in various newspapers and magazines. From this photograph, giving images at 1/100 second intervals, Edgerton and Killian plotted velocity and acceleration in polar coordinates. Their graphical analysis indicates that the velocity of Bobby Jones' stroke increases up to the instant of impact. While this evidence may seem convincing, it can be demonstrated that the analysis rests upon a questionable assumption.

In the determination of club acceleration and velocity, the authors state it was merely necessary to measure the angular distance from image to image (1, pp. 19-20, 65). This procedure, however, is valid if and only if the focal plane of the camera were parallel to the generated surface of the golf stroke. Although Edgerton and Killian make no statement as to the position of the camera to the surface of Jones' stroke, there are at least two features of their photograph which indicate a decided non-parallel relationship:

1. The general perspective of the photograph from which measurements were made indicates the camera was at right angles to the golfer as he addressed the ball. A side view of Jones' stroke, incidentally, shows a marked deviation from the vertical (1, p. 64).
2. Careful measurement shows the lengths of club images before and after impact to be foreshortened. Taking zero angle vertically upward, measurement shows the two longest images to be at approximately 120 and 240

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An Inquiry Into the Conditions and Opinions Affecting Elementary School Basketball in Indiana, 1947-48

By
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INTRODUCTION

In a *Progress Report of the Committee of Junior High School Athletic Policies,* presented at the Western Conference Meetings, Chicago, Ill., December 11-13, 1947, the assertion was made that "evils of inter-school athletics are beginning to show at the Junior High School level over the mid-western states. Basketball schedules of more than thirty games are being played, teams wear inferior equipment, physical examinations hardly worthy of the name of inspection are being given and organizations in no way connected with the school are sponsoring teams and exploiting boys at levels as low as the fourth ad fifth grades."

Obviously, these are serious indictments and if they are true it is axiomatic that the best interests of the total educational program are not being served by inter-school athletics so conducted. It was to learn the existing conditions in Indiana pertaining to a large number of phases of elementary (which is meant to include junior high) basketball that this survey was made.

In order to learn Indiana's position in regard to a centralized regulation of elementary basketball the neighboring states of Illinois, Michigan, Ohio, and Kentucky were contacted and material governing this matter in those states was investigated.

In Indiana the Indiana High School Athletic Association has no jurisdiction over students below the ninth grade. Whatever regulations are administered are done locally.

Methods Used to Collect Data

Letters requesting material on regulations of inter-school basketball on the elementary school level in their respective states were sent to the athletic commissioners in the neighboring states of Illinois, Michigan, Ohio and Kentucky.

To secure data on Indiana basketball on the grade level, questionnaires were originally mailed to each of the 92 county superintendents and to 54 of the 162 town and city superintendents listed in the *Indiana School Directory for 1947-48.* These particular school men were contacted because it was assumed they would know the answers to the questions asked or could obtain them satisfactorily, thereby saving time, clerical work, and expense involved in contacting every school individually.

Seventy-two county and 48 town and city superintendents, or 78 and 89 per cent respectively, replied to the original questionnaire. A second questionnaire asking for more data was mailed to the officials who had replied to the first set of questions, and 52 county superintendents and 39 town and city superintendents, or 72 and 81 per cent of these, sent replies.

Regulations in Neighboring States

Each of the officials in charge of the high school athletic associations in Illinois, Ohio, Michigan, and Kentucky sent data pertaining to regulation of elementary athletics in their respective states.

Illinois provides control through the State Department of Public Instruction, Springfield, Ill. This department requires an annual health examination, written permission from parents, and a formulated written policy regarding financial responsibility for injury incurred in athletics before permitting boys to participate in school athletics. In addition, boys with head, neck, or spine injuries must be removed from games or practice, boys absent from school and under a physician's care must bring a written statement from the physician approving him for play, and a participant who is still flushed and perspiring after showering and dressing must be cautioned to remain inside until his condition returns to normal. Also, athletic teams are under the direct supervision of a qualified adult designated by the school administrator. Furthermore, the department recommends standard regulations governing minimum practice days and hours, length of schedules, distances travelled to play, weight of players, shower facilities, certification of players, and registered officials.

Ohio, through its High School Athletic Association, places controls upon elementary school tournaments only, governing the number of games per day per team, scholastic requirements, age, number of semesters spent by a player in grades seven, eight, and nine, and approval by county superintendents.

Kentucky permits elementary school boys to participate in high school athletics and thus all controls over high school athletics apply to elementary boys who play. No boy is permitted to play longer than one year while a pupil in a particular grade. Participation while a grade pupil does not effect the four year limit in high school.

Michigan has regulations covering junior high school students who play in seasons' games and tournaments. Controls are provided governing enrollment, grades of work, age physical examinations, seasons of competition, undergraduate standing, previous semester's record, current semester's work,

transfers, awards, amateur practices, limited team membership, coaches, exchange of eligibility sheets, registered officials, time of games, number of games per season, and competitive limitations. The Michigan State High School Association administers controls over both senior and junior high schools.

Results of Survey in Indiana

Tabulation of data involving 1183 schools, 544 of which play inter-school basketball, shows the following results:

	Number	Per cent
Schools engaging in one tournament	383	70.4
Schools engaging in two tournaments	36	6.6
Schools using sixth grade boys as players	221	40.6
Schools using fifth grade boys as players	75	13.7
Schools giving player awards at season's end	120	22.1
Schools charging admission to games	297	54.6
Schools requiring scholastic eligibility standards	395	72.6
Schools using certified officials at all games	275	50.6
Schools requiring doctor's certificate for players	292	53.7

Tabulation of additional data involving 852 schools, 365 of which play inter-school basketball, shows the following results:

	Number	Per cent
Schools employing coaches licensed in physical education	190	52.1
Schools with an age limit for players	72	19.8
School with age limit set at 15 years	16	4.4
Schools with age limit set at 16 years	50	13.7
Schools with age limit set at 17 years	6	1.7
Schools which hold practice at night	70	19.2
Schools which hold practice after school	171	46.3
Schools which hold practice at other times or not at all	15	4.1
Schools with sixth grade team in addition to junior high or 7-8 grade team	66	18.1
Schools with fifth grade in teams addition to junior high or 7-8 grade team	48	13.2
Schools with fourth grade teams in addition to junior high or 7-8 grade team	10	2.9

The average number of games played in the regular season exclusive of tournaments was ten. The range was from 3 to 24. The number of practices per team per week ranged from 0 to 4, with 2 having the greatest frequency. Those schools which did not employ licensed officials used a variety of replacements, naming high school teachers, volunteers, other coaches, townspeople, parents, high school managers, former players, high school graduates, high school seniors, high school boys, and "just anybody" as referees.

In answer to the question, "What is the general attitude among school men in your county or city toward inter-school elementary basketball?", the following replies were received:

For (as is): 61 superintendents, representing 562 schools, 47.5 per cent of all.

For (if improved): 22 superintendents, representing 264 schools, 22.3 per cent of all.

Against: 10 superintendents, representing 106 schools, 9 per cent of all.

Divided sentiment: 13 superintendents, representing 154 schools, 13 per cent of all.

No answer: 14 superintendents, representing 97 schools, 8 per cent of all.

In answer to the question, "Would you favor a state tournament for boys on elementary school teams?", the following results were submitted:

Yes: 5 No: 82 No answer: 1.

In answer to the question, "Do you personally believe elementary school athletics should be under some central control similar to the IHSAA regulation for high school athletics?", the following results were obtained:

Yes: 20 No: 66 No answer: 1 Undecided: 1.

Most of the superintendents who offered "Remarks" were vehement in their opposition to a state tournament for boys on the elementary level. Most of them who voted against control over elementary athletics similar to that now in effect over high school athletics were against it because they feared such control or regulation would over-emphasize basketball in the grade schools.

Conclusions

1. There is a wide discrepancy among the five states, Indiana, Illinois, Ohio, Michigan, and Kentucky, in amount and extent of the regulation of interschool basketball on the elementary level.
2. There is wide variation among the elementary schools in Indiana, with respect to practices, conditions of play, and administration of elementary basketball.
3. Regulations effective in high school basketball in Indiana are not practiced by large numbers of elementary schools playing inter-school basketball.
4. School superintendents in general seem to want elementary basketball not emphasized in areas where it is played.

GOLF CLUB

(Continued from Page 78)

degrees. If the two planes were parallel, the lengths of the club images would be the same regardless of the position of angle of one club image to another. The maximum images indicate the probable line of intersection of the two planes, i. e., the line of parallel projection of one plane on the other. This is conclusive proof that the focal plane of the camera was not parallel to the surface of the golf stroke.

The Edgerton and Killian photograph is in reality no more than a projection of Jones' stroke, a projection such that the determination of club velocity and acceleration result in distorted curves. The effect of the projection error is evident in the velocity curves along the movement arcs of 120-140 degrees. The velocity curve from 120-180 degrees (to ball contact) approaches a parallel relationship to the curve from 180-240 degrees, which is precisely what could be expected from a systematic factor like the angle of the planes. In this connection it is interesting to note the Edgerton and Killian comment on the character of Jones' stroke: "The velocity curve for Bobby Jones is heart shaped except for the abrupt change at impact, a demonstration of the remarkable smoothness and symmetry of his down stroke and follow through." (1, p. 62). The authors apparently missed the significance of their observation in regard to the "heart shaped" character of the velocity curve. "Heart shaped" means that the curve of apparent acceleration up to impact and the curve of deceleration after impact are approximately identical curves in mirror reverse. The "heart shaped" character of Bobby Jones' velocity curve and the "remarkable smoothness and symmetry of his down stroke and follow through" can be explained in terms of the systematic factor of projection error.

The fact that the authors failed to consider the projection error casts a reasonable doubt upon the Edgerton and Killian graphical analysis of Bobby Jones' golf stroke. Their graphical analysis, based on a single uncorrected reduction of data from a single photography of a single subject, does not constitute a satisfactory proof that the golf club accelerates up to the moment of impact. In the absence of satisfactory supporting evidence, it must be concluded that the second description of the acceleration characteristics of the golf club is also no more than an hypothesis based on certain assumptions of the nature of muscle contractions.

Since both descriptions prove to be simply hypotheses based on certain assumptions of muscle action, and since both descriptions are without satisfactory supporting evidence, it must be concluded that the acceleration characteristics of the golf club is still an open question.

(1) Edgerton, H. E., and Killian, J. R.: *Flash!* Boston, Hale, Cushman & Flint, 1939.

ALPHA CHAPTER TO INAUGURATE INTRAMURAL AWARD

Alpha Chapter of the Phi Epsilon Kappa Fraternity unanimously adopted a proposal by brother D. L. McCooe to sponsor an intramural award to be bestowed upon the outstanding intramural competitor of the year for the Indiana University chapter.

The award, to be known as the GEORGE D. GERMAIN MEMORIAL AWARD, is being given in honor of brother George D. Germain who lost his life in World War II. Brother Germain was recognized as one of the most outstanding competitors after a brief history of Intramural Athletics was studied. The first presentation of the award will be made on records made during the 1948-1949 intramural year.

The purposes of the award were two-fold; one, to honor the memory of brother Germain, and two, to motivate greater interest and participation of the campus brothers in intramural activities.

Present plans call for a certificate to be given to the brothers honored by the presentation of the award. The awards committee is at present vested with the responsibility of setting up criteria upon which the award will be based.

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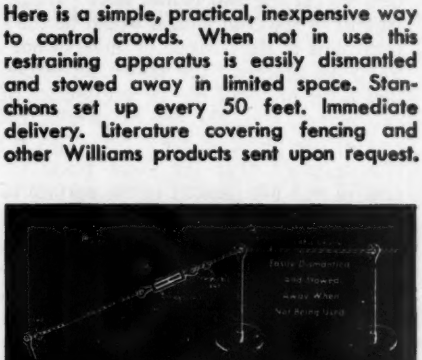

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CINCINNATI SCHOOLS

(Continued from Page 69)

In these plans the graded subject matter listed in the quarterly program schedules is introduced and reviewed to meet the needs of each class. For rapidly-moving classes additional material may be introduced upon occasion. At times the entire schedule may have to be abandoned temporarily. Often, however, program needs may be satisfied by simple situations. For example, an English country dance may be substituted for a scheduled Dutch dance without disrupting the remainder of the program.

Summary

Each week 57 men and women physical education teachers meet well over 21,000 elementary school pupils (grades 4 to 8) in the regular class and after-school program offered by the physical education department. These teachers share with those in other subject fields a responsibility in the total school program for Cincinnati youth. If through this program, the girls and boys are helped in developing well-coordinated bodies, better skill in playing games and performing stunts, an interest in participating in recreational activities during school and later years, desirable health habits and attitudes, and qualities of good sportsmanship, good leadership and good followership—then the job of teaching can provide an exciting educational challenge to every good physical education teacher.

STATIONARY SWIMMING

(Continued from Page 77)

the hands so that the face remains above the surface and until you feel that the body has assumed a resting balance. Now gradually stop the hand motions and, at regular intervals, expel air through the nose and take a fresh breath through the mouth.

Let us then start with a jump, level off into a swimming stroke, and after taking a few strokes, allow our legs to settle down, our chins to come up, and float as motionless as possible while we count up to ten. After the float, we must again pull our knees up into a semi-jellyfish float position before we can proceed on our way with one of the swimming strokes. Above all things, we must not lift our arms out of the water because we have learned earlier that to do this makes us sink. In order to get started readily, we must begin our leg motions first, whether crawl or breast, and then use our arms.

The Simple Dive

And now we have but one more thing to learn and that is to make a simple dive. Let us not begin with a sitting dive, because in a sitting position the knees are bent and remain bent throughout the attempted dive. A successful dive depends on the ability of the diver to straighten his knees with a snap, because it is this act that tips the body forward and causes the diver to enter the water head first.

Let us, therefore, attempt our first dive from a kneeling position and from a height of between one and three feet. Kneel at the edge of the deck or board, with the knees about two inches from the edge. Hold the hands high over head with the arms touching the ears, and bend the body forward at the hips. Continue to bend forward until you fall off the deck, but while falling, be sure to look at your knees and not at the water. Keep the head between the arms until you are in the water; then straighten the legs and tip the fingers backward and slowly raise the head. In this position you will automatically glide to the surface. Try this dive several times until you enter the water at just the desired angle and come to the surface easily. If you have been going too deep, do not bend over so far. If you have been hitting your face slightly, keep the head down longer.

Now we are ready to make a standing dive, a so-called one-legged dive. Stand firmly on both feet, grasping the edge of the pool with the toes. Now, again raise arms over head and bend *backward* slightly, at the same time taking a step backward with one foot. From this position pretend that you are going to attempt a handstand on the surface of the water. You swing your upper body and arms forward, swing the rear leg back and up forcibly, thus tipping your whole body into a handstand position. If both knees are kept straight, the dive will be successful. If the knee of the forward leg bends, you are apt to fall on your stomach. The instructor can assist by helping the student swing the rear leg upward.

The next step in learning to dive is for the instructor to hold two fish poles out about two feet in front of the pupil, and about waist high. The two poles are held about two feet apart, and at the same elevation. The pupil is now instructed to start with bent knees, then straighten the knees with a snap, thus causing the pupil to spring high enough so that the body will travel over the first pole. Now, in order to get under the second pole, the hands must be brought down and the head must be ducked. This type of dive is usually successful at the first attempt. After several trials with the poles, the final dive can be attempted without poles.

Final Tests

We are now ready to attempt our two final tests:

(1) Jump into deep water, swim forty feet, using either stroke, make a sharp turn about, and return to the starting place.

(2) Start with a dive, swim forty feet, using either stroke, make a sharp turn about, and swim halfway back. At this point permit the legs to sink. Float motionless, or as nearly so as possible, for ten seconds and then continue to starting place.

WHO'S WHO IN PHI EPSILON KAPPA

Each chapter of Phi Epsilon Kappa must have some alumnus who has made a name for himself or a contribution to the profession. College chapters would get inspiration and professional growth from learning about the *past* and *present* "greats" of the fraternity. Alumni chapters could inspire pride in membership or be personally encouraged to achieve similarly.

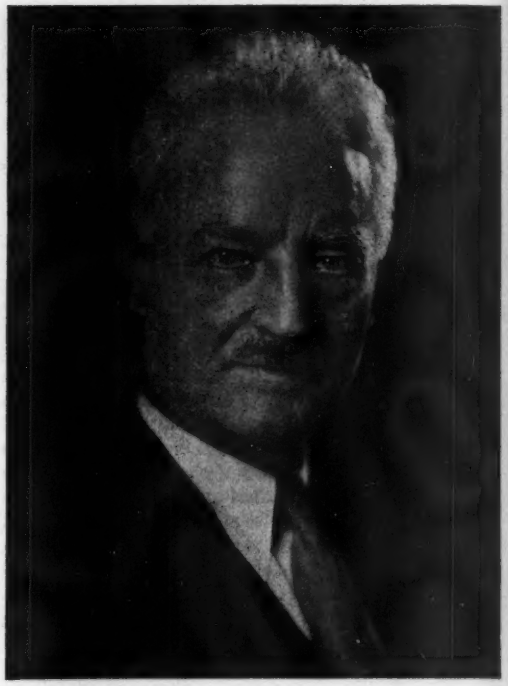
The picture and biography of late brother Emil Rath is included in this issue to start the ball rolling. That this great man merits this honor could not be doubted. Whom do you suggest for the next issue? Send in your pictures and biographies. A man need not be deceased to get your roses. This good idea is the brain child of Robert A. Marx, Alpha. Let's make it work. Let's develop a Who's Who in Phi Epsilon Kappa Health, Physical Education and Recreation. This can't be a one man or a one chapter project.

Emil Rath (1878-1943)

Emil Rath, born in Germany, spent the greater part of his early life in Pittsburgh, Pennsylvania. There, through his contact with the Central Turnverein, he became intensely interested in physical education. In 1896 he enrolled as a student in the Normal School of the Turners, then located in Milwaukee, Wisconsin. He completed his work there in 1898 and went back to Pittsburgh to teach at the Central Turners.

In addition to his work in the Turner organization, he also taught in the Pittsburgh public schools. In 1909 he became Dean of the Department of Practice and Theory of the Normal College which had been moved to Indianapolis, Indiana. In 1920 he was appointed president of the College and he remained in that position until 1934. He resigned to assume the position of Director of Physical Education and Hygiene for the Indianapolis Public Schools.

His greatest contribution to Physical Education was made during his association with the College. His influence on the students preparing to teach physical education was second to none. His philosophy of physical education was based on the idea that physical education had, as its primary responsibilty, skill and physical development of the body. He felt that all teachers shared the responsibility of the social and moral development of the child. His students were thoroughly grounded in a wide variety of skills. He believed in thorough organization, sound teaching methods and high professional ethics. Through his sincerity, his enthusiasm, his own fine professional ideals he sent teachers out into the field, disciples of his philosophy. Many of them have become outstanding leaders in Physical Education.



Mr. Rath was particularly interested in rhythmics. He spent a great deal of time studying, experimenting and writing about rythmic activities. He is best known for his splendid work in rhythmics for men and boys. His interest in music and art together with his scientific understanding of body mechanics made him an outstanding leader in the field of the dance.

As a leader in professional organizations, he also made many contributions. He founded the Indiana Association for Health, Physical Education and Recreation in 1917. He was president of the Midwest Physical Education Association from 1930 to 1932. He was elected a Fellow in Physical Education of the American Association of Health, Physical Education and Recreation and the American Academy of Physical Education in 1932. He was a member of Phi Epsilon Kappa and Phi Delta Kappa. In all of these organizations he was more than a member, he was an active, participating member. He was listed among Who's Who in American Education. Mr. Rath wrote several excellent books chiefly on the theory and practice of activities. Some of his material on ryhthmics and methods was being prepared for publication at the time of his death.

Mr. Rath died in October of 1943. The field of physical education lost one of its most dynamic leaders, but his influence will long be felt through those teachers who were trained under his direction.

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BLACK AND GOLD NEWS

1947-48 HIGHLIGHTS

The National Chapter meeting held in Kansas City, April 16-19 was, in the opinion of those that attended, the most successful since the founding of the National Chapter.

The constitutional amendments listed in the May issue of Black and Gold and voted on by the Collegiate and Alumni Chapters were passed unanimously.

The fourteen Founders were awarded Life Memberships.

The all time records for the number of active members and the number of pledges initiated in any one year, broken last year by a wide margin, were again broken by even a wider margin. Both Alpha and the Philadelphia Alumni Chapters have over 100 active members.

Fred E. Foertsch, Special Assistant to the Director of Physical and Health Education, Board of Public Education, Philadelphia, Pa., was elected National President and Earl Vornheder, Assistant Principal of Winton Place Public School, Cincinnati, Ohio was elected National Vice-President.

The National Chapter set a precedent by initiating four outstanding men who attended the A.A.H.P.E.R. convention in Kansas City. It is hoped that more will be initiated into the ranks of the unaffiliated alumni at the various State and Sectional Conventions of the A.H.P.E.R. during the coming year.

Karl E. Klafs, Montana State Supervisor of H.P.E.R., was appointed Councilor of District 11 and Walter J. Mikols, instructor at the University of Kansas, was appointed Councilor of District 8.

Nu and Alpha Gamma Chapters were reactivated last spring.

As far as could be determined, all chapters celebrated Founders Day. Cincinnati's affair was attended by 93; Philadelphia had 89.

1947-48 Life Memberships

Besides the Founders who were awarded Life Memberships by the National Chapter the following Brothers purchased Life Memberships during the 1947-48 year.

R. Flanegin	L. A. Alumni	Sept. 15, 1947
M. H. Trieb	L. A. Alumni	Sept. 17, 1947
W. E. Lloyd	L. A. Alumni	Nov. 10, 1947
J. Osterman	Chi	Nov. 12, 1947
W. C. DeTurk	Phila. Alumni	April 22, 1948
F. E. Foertsch	Phila. Alumni	April 22, 1948
J. L. Merkeley	L. A. Alumni	July 1, 1948

Los Angeles has fourteen Life Members now; Philadelphia 6; Indianapolis 3; Buffalo, Cincinnati and New York 2 each and Milwaukee 1.

Before paying 1948-49 dues it would be wise for alumni members to seriously consider the new plan of purchasing Life Memberships as announced in the May Black and Gold. Why not save some money by taking advantage of this plan like Brothers Foertsch, DeTurk and Merkeley did?

1947-48 Scholarship Key Recipients

Aaron L. Andrews, Paul C. Chapelle and David McCooe, all graduate students at Indiana University and members of Alpha Chapter, received Scholarship Keys purchased with money from the collegiate chapter treasury.

Next year most chapters will undoubtedly take advantage of the new provision passed by the National Chapter in which *one* scholarship key will be awarded the highest ranking senior of each chapter, provided he qualifies, with half the cost of this key paid by the National Chapter and the other half by the Collegiate Chapter. Any other brother may purchase this key in the usual way if the average of all the undergraduate courses and subjects he has taken for 90 hours or more is 90, B+, or II+. The same requirements hold for graduate students who have completed 24 hours of work credited toward a graduate degree.

MEMBERSHIP AND INITIATION REPORT
as of August 31, 1948

What a year!! The all-time active membership and initiation records were broken by a wide margin. The active membership record set last year was broken by 472 for a grand total of 1551 while the initiation record increased to 615, just 177 more than the 448 record of last year.

Brothers, where does your chapter stand in the following membership score?

The Philadelphia Alumni went over the hundred mark for the third consecutive year to top the Alumni Chapters with a total of 108, followed by Cincinnati with 87 and Los Angeles with 69.

The Collegiate Chapters really went to town. Alpha with 60 initiations leads with 105 active members. Rho with 36 initiations is second with 68 and Sigma Alpha with 53 initiations is a close third with 64.

ACTIVE MEMBERSHIPS

Collegiate Chapters

Alpha	105	Rho	68
Gamma	42	Upsilon	27
Zeta	51	Phi	27
Eta	46	Chi	40
Iota	61	Psi	15
Kappa	45	Alpha Beta	22
Lambda	54	Alpha Gamma	21
Mu	49	Sigma Alpha	64
Nu	21	Alpha Epsilon	50
Xi	13	Alpha Zeta	37
Pi	15	Alpha Eta	37
		Alpha Theta	44
		Total	954

Alumni Chapters

Buffalo	41	New York	3
Cincinnati	87	Philadelphia	108
Detroit	37	Pittsburgh	31
Indianapolis	19	St. Louis	29
Los Angeles	69	Syracuse	20
Milwaukee	22	Unaffiliated	126
Newark	0	Honorary	5
		Total	597

Grand Total—1,551

Initiations

Alpha	60
Sigma Alpha	53
Alpha Theta	44
Alpha Epsilon	40
Zeta	38
Rho	36
Alpha Zeta	32
Lambda	31
Chi	31
Alpha Eta	27
Iota	24
Nu	21
Upsilon	21
Gamma	17
Kappa	17
Mu	16
Alpha Gamma	16
Pi	15
Eta	14
Phi	8
Psi	8
Alpha Beta	7
Cincinnati	7
Milwaukee	6
Pittsburgh	6
Syracuse	6
Unaffiliated	4
Detroit	3
Xi	3
Philadelphia	2
St. Louis	2
Total	615

Yearly Reports & Chapter Histories

Every Chapter Secretary has been asked to send to the Central Office a brief report of the chapter's activities for the year. This yearly report may well serve as a history of the chapter which will be of much interest to future members.

Few reports of last year were received. The following samples should be of interest to all and may be of some help to the present secretaries who should send in their yearly report before June 1949.

Eta Chapter Yearly Report

Our fraternity was quite active here at S.T.C. this year. To start the year we put on an assembly program entitled "Football Revelations." In it we had motion pictures, plays, positions, formations and various fundamentals explained. Next we promoted dances to increase the amount in the treasury. After this our chapter took a leading part in a stage production. The interfraternity dance was next. We took part in much of its planning and arranging. Following that we entered the interfraternity basketball league, winning the championship and a beautiful 17-inch trophy. We are now entered in a softball league. This Friday we are sponsoring a barn dance, including an orchestra, a caller, apple bobbing and all the trimmings. Last of all, our alumni dance will be held April 24. Everything is progressing well and the Brothers of Eta Chapter are getting a lot out of being members of Phi Epsilon Kappa.

Fraternally yours,
BILL TREFZ, Secy.
Eta Chapter.

Chi Chapter Yearly Report

Membership: Chi Chapter has, including four faculty advisors, twenty-eight active members. Eight of these members, however, have since graduated and entered the profession. The Chapter also has twenty-six pledges. One of these is a member of the faculty. Including pledges, the meeting roster numbers forty-six men.

Chapter Activities: Within the past year the Chapter has had two formal initiations. The first was held December 17, 1947 with ten initiates. An additional member was initiated February 26. The Chapter also pledged twice. Twenty-four were pledged March 4, 1948 and two more were pledged April 6, 1948.

At the close of the Fall semester on January 15, the present officers were installed. An election was necessary at this time instead of later in the spring because the incumbents were graduating and taking teaching positions. The installed officers are: Al Fain, President; John Eikenberry, Vice-president; Harry Heppner, Secretary; Richard Thompson, Treasurer; Arte Fairbanks, Historian-Editor; Robert Olsen, Sergeant-at-arms; and Peter Berekoff, Guide.

Chi Chapter meetings are held twice a month whenever possible. The meeting days have been established as the first and third Tuesdays. In honor of Founder's Day the Chapter sponsored a panel discussion on the topic, "Requirements for Employment with the Los Angeles Board of Education and the Department of Parks and Recreation." This meeting was held Tuesday, April 13. Lambda and Sigma Alpha Chapters were invited to attend and all candidates for teacher's credentials on our campus were also tendered invitations.

With the April issue, Chi Chapter has initiated *An Open Letter,* OXy Physical Education News. This news letter is offered as a service to alumni and present members of the chapter. The edition is to be circulated monthly.

Chi Chapter was officially inspected by our Tenth District Counselor, Martin H. Trieb, February 26, 1948. We appreciate the interest and support he has given us this past year.

On May 25 Chi Chapter terminated its social activities by sponsoring the Oxy-Quatic water show in the college pool. This was well attended and swelled the chapter treasury fund considerably.

Fraternally yours,
HARRY L. HEPPNER,
Secretary, Chi Chapter.

Part of the address made by Arthur Gentile after the 1948-49 officers of the Philadelphia Alumni were installed.

Not long ago I read somewhere, "An ounce of enterprise is worth a pound of privilege." As your leader for 1947-48 I have kept this constantly in mind. I have considered it not only an honor but a distinct privilege to be your President. With the hearty cooperation of the officers and committees that privilege has extended to the field of action. We did not rest on honors or privileges. We enterprised. We moved forward. We had our good times, socially. We have contributed to our chosen field, professionally.

The Educational Night, with W. Augustin, as chairman, after an inspiring talk by Milton Pearce, principal of Vaux Junior High School was successfully concluded by Brother Garry Fellows showing us the informational films concerning the work at the Widener School. The January meeting, in charge of Harold Schuler, again scored for us professionally. The panel headed by G. W. Mueller as moderator and consisting of Brothers Stackowski, Augustin, Mortensen, Zwarg and Harold Geiges gave a practical presentation of the Problems in the Secondary School Health and Physical Education Program. The discussion that followed was so animated that only the lateness of the hour temporarily terminted the numerous questions that were in the minds of many. I state temporarily, because following this meeting Bob Coates had greater assurance that the topic he had selected for the May meeting of the H.P.E. and R. Association was apropos. We hope that many of you will attend this meeting. Topic: "Breaking Recreational Bottlenecks." Place: K.Y.W. Studio. Time: Wednesday,

May 5, 8 P.M., and that many of your questions that were unanswered at the January meeting will be answered. The Philadelphia Alumni Chapter is justly proud to have contributed to so timely a topic.

The remarks of Brother Reichelt at the Founder's Day Dinner were professionally inspiring. The active part that our brothers accepted in District One Meeting and the National Convention is indicative of our professional growth. Our own Brother Foertsch was elected National President. Congratulations, Fred. I know that all of the Philadelphia Alumni Chapter are happy with you on this achievement and will fully cooperate with you.

These are some of our professional contributions as an organization. Many of our brothers have contributed individually. Many hold key positions in H.P.E. and R. Associations and Sports Organizations.

ARTHUR GENTILE,
Pres., Phila. Al.

Philadelphia concluded its active season with a Bowling Night on May 11, the Annual Picnic on May 23, and the Annual Golf Tournament on June 3.

EXTRACTS FROM THE JUNE, 1948 LOS ANGELES ALUMNI NEWS LETTER

Brother E. V. Johnson gave a short talk on his experiences while attending Ohio State last semester. The main points he wished to bring out were: emphasis placed there on small classes and individualized instruction, the increasing importance placed upon health education, and the fact that the powers that be don't seem to think too much of formalized activity. . . .

A.A.H.P.E.R. Convention Notes: These are digests of reports on some of the meetings attended by Brother Martin Trieb.

"New Horizons for School Health Service" as presented by Dean F. Smiley, M.D.

Dr. Smiley Suggests:

1. Need for larger budget for health service (at least $1.00 per capita)
2. Need for more medical advisors
3. Need for better organization of communicable disease control
4. Organized school health committees with a close tie-up of welfare cases and that physicians take their turn with the cases of welfare nature

Expected results would be:

1. Closer team work among parents, doctors, and schools
2. All needs of all children be cared for
3. Better informed teachers with more help given by them
4. More cooperation with physical education teachers

"New Horizons for Physical Education Through Cooperation with the Physician" by Fred V. Hein, Ph.D.

Dr. Hein pleads for:

1. Mutual understanding of objectives between teachers and physicians
2. Less physicians excuses from physical education and never permanent
3. The fulfillment of better locker room standards
4. At least three, preferably four complete physical examinations by a competent physician (at least fifteen mintes) during the school life of the child.
5. Physical Education activities regulated according to the physician's report.

Camping in education. There were reports on camping in education dealing with the inadequate philosophy of camping, stereotyped programs, paper programs and little else. One speaker emphasized camping during school time, under school control, with entire classes going at one time and extending education through camping. At present there are only three full-time school camps in the Nation—in Michigan, San Diego, and Long Beach, California.

The principles upon which school camps should operate:

1. Public elected board of control
2. Liaison between this board and other groups with like programs, i.e., Y.M. C.A., Scouts
3. Camps should be on a regional basis rather than school
4. Cooperative planning—education through camping (many learning activities can be much better conducted in camping type of situation.)

"Better Teachers Tomorrow" (Topic of Physical Education Division)

Twenty City directors were asked the weaknesses of physical education teachers with the following answers:

1. Lack of definite workable philosophy
2. Lack of the broad concept of physical education
3. Little or no preparation on the elementary level
4. Lack of ability to adjust to local conditions
5. Inadequate training in health instruction
6. Lack of ability or desire to teach fundamental rythms
7. Failure to have understanding of curriculum and school as a whole
8. Lack of interest, of knowledge, and of community responsibility
9. Lack of ability in the development of the program

10. Indifference in teaching fundamentals
11. Failure to take precautionary measures
12. Lack of knowledge of proper use and care of equipment

. . . And a few other minor weaknesses . . .

"What the Public Thinks of Physical Education" (Nation wide survey study made of 128 men and 92 women)

It seems that we have sold our physical education program to about 75% of the people. Sport was the most desirable . . . those with little or no apparent skill did not like physical education . . . two-thirds believe that the program should not be changed. Those desiring change suggest: a. activities with more carry over value, b. more social value activities, c. greater emphasis upon health . . . 80% believe that it should be taught in the schools . . . Seven out of ten believed it to be as important as other subjects taught . . .

Congratulations to:

Brother Wendell Smith for his swell coaching of the LACC track and field team . . .

Brother Larry Houston on his new position as Director of Health Physical Education and Recreation of L. A. City . . . (Should get him back in the fold now that he is back in physical education work)

Brother Ed Wise on his All City Gymnastics team.

MISCELLANEOUS

Brother Fred L. Schaum, Secretary of the Milwaukee Alumni offers two more of his selected quotations.

"Our teachers mold our nation's future."

"Good schools are the hope of Democracy."

One of Milwaukee's meetings was concluded under the able direction of Mr. Kenneth Hegard, representing the Goodwill Industries and was of great interest to all in attendance. Mr. Hegard presented a new film in color entitled "Harvest of Goodwill." This was followed by a short talk on the Goodwill Industries' program, with the balance of the time devoted to open questions from the floor. The Goodwill is doing a splendid job in rehabilitating the disabled, both veteran and civilian. Let's do our part for the AMERICAN disabled by supporting this worthy organization.

Brother Hoppe opened the doors of "Hoppe's Folly" lake cottage on Lake Michigan, for Milwaukee's annual family picnic which was held on Sunday, June 6, 1948. This was a social function for wives and children as well as just Brothers. Each Brother brought his own lunch. Refreshments were supplied by the host.

The final meeting of the school year for the Los Angeles Chapter of Phi Epsilon Kappa was held June 12th at 10:00 A.M. at the Mount Olive Foundation. There were speakers, installation of officers for the year 1948-49, and a *FREE* breakfast of ham, eggs and rolls for all who attended. Members were invited to bring guests, interested non-members and old members who should be brought back to the fold.

News About Our Cincinnati Brothers

Two of Paul Nohr's former Western Hills ball players, Herman Wehmeier and Clyde Vollmer, are making strong bids for regular berths on the Cincinnati Reds team.

The Washburn School Tumblers Club directed by Julius Amarant recently put on a show at the Central YMCA with acts entitled, "Acro-Maniacs", "Turns and Twists", "High Wide and Handsome", "Horse-sense and Non-sense", "Just Fooling Around", and "Amazing Handstand Balancing".

In addition to directing the pony circus for Smittie's Minstrels, Al Hensel finds time to train a dance group for weekly television performances.

Henry Haeberle staged separate boys and girls stunt meets at Westwood School with academic teachers as judges.

Rudi Memmel, with an average of 186 is leading the Schoolmasters Bowling League. Other Phi Epsilon Kappa men in the first twenty of 162 bowlers are Schwegler, Vornheder, Richert, Climer, Patia, Streit, Schulmeyer, Landwehr, Castelli and Cornelius.

Art Reisner has developed a tread mill for indoor track practice.

Items from Pittsburgh's News Letter

One of the most entertaining and profitable meetings of the local A.H.P.E.R. for a long time was held in the Pitt Cathedral Gym in April. Our own Karl Oermann, professor of physical education at the University, was largely responsible for the fine work which the students demonstrated. There were well over 300 persons in attendance and the quality of the performances of the Pitt majors was the subject of much favorable comment.

Frank Eckl, ballet master of the Pittsburgh Ballet, presented a lecture demonstration of the ballet at Mt. Mercy College, April 6.

Harry Batchelor is gaining renown as a volleyball official authority. Recently, Harry officiated at the National Y.M.C.A. Tournament at Bennington, N. Y.

Congratulations to C. Laurence Walsh who was recently awarded a citation by the National Volleyball Association for his service and contributions to the development of this game in the United States; to Harvey Lecolier for his well organized A.A.U. gymnastic meet and to Ted Abel for his well conducted city championship track and field meet.

Herb Roberts is gaining quite a reputation as an announcer for athletic meets. He did a swell job at all the city meets.

The Directory

Since a number of the newly elected Chapter Secretaries are not known and the appointment of several national officers has not been made, The Directory will be published in the December issue.

George Farkas of the Indianapolis Alumni was appointed Director of Physical Education of the Indianapolis Public Schools.

RECENT ARTICLES

Baker, J. Stannard, "How Train the Child Pedestrian?", *Safety Education,* XXVIII:1, September, 1948, pp. 4-5.

While the traffic officer can very effectively protect children by controlling traffic at busy intersections, his protection is but temporary because, in most instances, he has failed to teach the child *how* to cross streets by himself. Few officers are trained in principles of effective teaching and most police departments are too small to allow men to be assigned to all points of heavy traffic.

Most safety educators agree that the safety patrol can supervise many times the number of pupils that police officers could possibly oversee and that when this program is supplemented by in-school teaching of the principles of safe street crossing it is possible to inculcate habits of safety which become a pattern of behavior safeguarding the pupil always, even when he is alone

However, patrols cannot function unassisted unless gaps occur frequently in traffic. These gaps must be sufficient for the child or group to walk, not run, from curb to curb. If there are no gaps they must be created by a police officer, a traffic light, or by authorized adults. The choice method is mainly one of cost and a solution to this and other problems should be made by a joint committee composed of representatives of the police, school, traffic engineering agency, parent-teacher or other civic groups.

Through cooperative planning, environmental factors may be changed and educational processes may be improved which will be reflected in a safer and happier community.

C. Wesley Dane.

Batt, Harriet, "Uptown, Downtown, Crosstown," *Recreation* 42:5, August, 1948, pp. 218-220.

Church recreation facilities are city-wide in Lincoln, Nebraska. Lincoln has 110 churches in its city of 100,000 and these churches are recognizing their responsibility to youth by making a conscientious effort to supplement religious instruction with wholesome, invigorating and attractive leisure time activities.

Some of the larger churches are well-equipped and staffed to carry on a well rounded program in their church buildings. Smaller churches more often require volunteer leadership or assistance from an organized city department of recreation.

Church groups have been using city recreation facilities since 1925. A special program called Church Recreation Service was set up in the fall of 1946. Letters were sent to ministers inviting each church to participate in the program. A return card was inclosed for listing prospective volunteers who could receive future information about the service. This group became the "Recreos", as an official part of the recreation department.

A monthly bulletin is published, leadership training periods provided and a diversity of special events sponsored. Still in the experimental stage are youth centers organized to meet needs where facilities are available. The city recreation department pays a leader to supervise the program and churches form their own advisory committee. All regular equipment and facilities are available and many services rendered.

Merle A. Rousey.

Butler, George D., "Standards for Municipal Recreation Areas," *Recreation* 42:4, July, 1948, pp. 161.

The standards proposed by the National Recreation Association have been widely quoted and adopted. They have been used by many planning agencies and professional planners. Unfortunately some earlier standards, which are no longer considered adequate, continue to be quoted and used as though still in effect.

Standards, it should be kept in mind, can never be applied completely or without modification, because a typical or ideal situation is never found in a city. They need to be adjusted in the light of conditions, needs and resources of each individual locality. Standards are designed to indicate a norm or point of departure; they also need to be reviewed and appraised from time to time and to be modified whenever changing conditions make revisions necessary.

In general, the modern municipal park and recreation system is composed of several types of properties differing in function, size, location, service area, and development. These properties can be divided into two types—those required in all residential neighborhoods or readily accessible from them, and those serving a large section of the city or the entire city. In the former group are the neighborhood playground, playfield and neighborhood park; the latter group includes the large recreation park, reservation, parkway and special recreation areas.

Standards are given for total recreation space, composition of total acreage, neighborhood areas, regional properties, specific areas, play lot, neighborhood playground; other standards are continued in the August issue of *Recreation*.

Merle A. Rousey.

Considine, John J., "Detroit," *Recreation* 42:3, June, 1948, pp. 105-110.

This is an introductory article in a proposed new series telling the story of American cities in Recreation.

A brief history of the foundation of the Detroit Park system is followed by a description of the first supervised playground and a 1913 survey recommending the establishment of a Recreation Commission with a budget for year-round recreation as a program. In 1940 the Department of Recreation merged with the Department of Parks and Boulevards.

During the last year the staff of 142 year-round workers included instructors, specialists and supervisory staff supplemented by part-time workers in 14 classifications.

Program plans, activities, special events, facilities, and budget allocation are outlined and charts illustrating the organization and functions of divisions, Detroit's master plan of recreation areas, the proposed community building and an eight acre community playground with existing school interpret the article.

Detroit plans to "Give every child a place to play within bike or walking distance of his home—the younger ones to be saved the necessity of ever crossing thoroughfares." This plan is underwritten by the Mayor, the Detroit Common Council, the Parks and Recreation Department and the City Planning Commission.

Merle A. Rousey.

Field, David A., "Elementary Teeter Board," *Journal of Health and Physical Education*, Vol. 19, No. 5, May, 1948, pp. 322-24, 378-79.

Although the author agrees that teeter-board activities may be dangerous, he believes there will be few injuries if the proper precautions are taken. The practice of spotting every performer is considered essential if accidents are to be reduced to a minimum.

The specifications of a teeter board recommended by Mr. Field are as follows: constructed of hickory, 7½ to 8½ feet in length, each strip to be 3 to 4 inches wide with an overall width of 14 inches, both ends of the board to be padded with felt or fillings from a discarded football dummy and covered with canvas, and the height of the fulcrum to be 12 to 20 inches depending upon the height necessary to perform the tricks attempted.

The qualifications and duties of the four types of performers, the "puncher", the "flyer", the "understander", and the "spotters" are given. Photographs of various tricks on the teeter board are presented. The duties of the performers and the safety precautions for the followings tricks are also given: straight jump, half twist, back somersault, back somersault through a hoop, jump to shoulders, half twist to shoulders, double punch, and jump to three high sitting with half twist.

Henry J. Montoye.

Fischer, E. O., "Football Appreciation", *Scholastic Coach*, Vol. 17, No. 9, May, 1948, p. 38.

There is an occasional need for the coach to think over some of the problems with which he must cope that are not of a technical nature. They deal with community relationships, and education of the public toward the idea involved in athletics, an appreciation and understanding of the game, and, in general, "selling" football to them.

In King City, California the following program was organized to attempt a solution to this public relations problem. A football appreciation class was established and met one night per week during the season. It was designed to familiarize the fans with the rules, create an understanding of football skills, and develop an appreciation of the game. The classes included discussions on fundamentals, game "incidents", chalk talks, historical development of football, explanation of various systems, and the points leading to the selection of a specific system at that high school. Visual-aids were used with much success. At the conclusion of the course the people asked for an examination to determine their achievement.

The class seemed to have good results inasmuch as better parental cooperation was secured, and there was an increased attendance at the games.

Nelson G. Lehsten.

Leberl, Andy, "Can Character Be Developed", *Scholastic Coach*, Vol. 17, No. 19, June, 1948, p. 22.

Teaching character presents a challenge. We must remember as teachers that the standards we live by as adults do not hold for youth.

These opportunities are especially available in physical education classes:

1. The physical education teacher is usually closer to the students than any other teacher.
2. In physical activity classes the emotions emerge . . . and there are opportunities for the guidance of them.
3. There are instances which arise in which praise and recognition are deserved and should be given.
4. Squad leadership offers a chance to practice the democratic method.
5. Activity classes remove prejudices when properly conducted.
6. Activities cause individuals to respond favorably to the standards of the group (team games).
7. In coeducation there are situations which lend themselves well to development of wholesome attitudes.

"The more conflicting situations we offer the youth in which to control his emotional expression, the closer we come to develop his character."

It takes an individual of good character to teach character.

Nelson G. Lehsten.

Maxwell, Cyrus H., "Administration of School Health Services," *Journal of School Health*, Vol. XVIII, September, 1948, No. 7, pp. 177-183.

In an attempt to learn the trends with respect to the direction the administration of school health is taking, Dr. Maxwell reviewed numerous articles and arrived at certain conclusions. These are presented in compact tables, each with a bibliography, and cover such questions as legal responsibility, school health services in cities, employment of public health nurses, and financing of school health programs.

Dr. Maxwell found that the administration and financing of the school health program is under education authority, especially on the local level, and there is no particular trend toward a change in administration.

There is growing interest and cooperation of school and health authorities in the school health program. This shows the general acceptance of the principle that the "education departments should dare administrative responsibility for the conduct of all activities taking place in the schools without regard to which agency operates the program of health examination service."

C. O. Jackson.

The National Recreation Association, "Recreation Salaries," *Recreation* 42:2, May, 1948, pp. 60-66.

What should we pay our recreation personnel? This is one of the questions most frequently asked of the National Recreation Association.

To answer this question intelligently the Association has made a limited survey to obtain information. In analyzing this survey, it should be borne in mind that it is intended to provide only a general indication of salaries currently being paid to recreation workers and is by no means definitive.

Questionnaires were sent to 207 cities with active recreation programs and replies were received from 112 recreation departments. Part I of the report is concerned with full-time year-round workers; Part II with part-time and seasonal workers. Information is given by title of job with the highest, lowest and median salaries for each type of worker. The report is further broken down by cities under 50,000 population, 50,000 - 100,000, 100,000-500,000, and over 500,000 population. A regrouping by geographical location will be of interest to various states.

In recreation, as in education, attracting the highest type of man and woman to the profession is becoming a serious problem in these days of high industrial wages. The Association has presented this report in the hope that it may help to lay the groundwork for a satisfactory set of salary standards for recreation personnel.

Merle A. Rousey.

McComb, Ellen, "To Learn to Laugh," *Recreation* 42:1, April, 1948, pp. 27-29.

This article deals with the use of visual and auditory materials in storytelling and is based upon experience in working with sick children in the University Hospital School, University of Michigan.

There are four basic factors which determine the value or need for the use of such materials: the reality of the material; the teaching purpose; the child's past experience; and the intellectual maturity of the child. The children dealt with represent different homes, localities and experiences. Some are retarded socially and educationally and have lost both incentive and interest for further learning. Consequently, all known devices, methods and techniques must be employed to motivate them.

The child enters the hospital with multiple fears of treatment, of the unknown, of family separation and many other things. Because of the diverse backgrounds of the many children one cannot possibly choose a story that will appeal to the entire group.

In choosing a story these questions must be considered. What do these children know? What is their background? Have they attended a public school? How long have they been hospitalized? To what extent has their condition limited activities? Does the story fit the largest age grouping? What teaching possibilities has the story?

In fitting stories to situations, chalk illustrations, dramatization, recordings, etc., are utilized to motivate. The visual and auditory aids stimulate such experience.

Merle A. Rousey.

"Physicians and Schools: Proceedings of the Conference on the Cooperation of the Physician in the School Health and Physical Education Program—Report of Section II: School Health Programs and Studies," *Journal of Health and Physical Education,* March, 1948, pp. 166-67, 226, 227.

Among the more important conclusions of this section were the following: that no standard type of organization of a school health program at the state level can be prescribed with confidence; that the U. S. Office of Education should be requested to establish a clearing house for publications and materials dealing with school health programs and school health service practices; and that an evaluation of the school health program in terms of eventual impact on the health of the community is needed.

The section also recommended the outline contained in the report *Suggested School Health Policies* for use by school systems and individual schools in organizing their health programs. It was emphasized that the health planning committee of every local community should seek the advice of the state health departments and local physicians. The section also recognized the need for including in the state advisory committees, the members of many and varied professions, organizations, and agencies concerned with school health.

With regard to the state medical societies, the section specifically recommended the following:

"1. That state medical societies should sponsor conferences at the state level, similar to this conference at the national level.
2. That these conferences should develop through the joint planning of all four groups to avoid being labeled as a conference of any particular group.
3. That special consideration be given to problems of health education and school health in rural areas.
4. That such conferences carry forward planning and stimulate subsequent conferences at the local level."

Henry J. Montoye.

"Physicians and Schools: Report of Section III. The Physician and Physical Education," *Journal of Health and Physical Education,* Vol. 19, No. 4, April, 1948, pp. 256-57, 304-05.

It was agreed that physicians will support a well-conducted physical education program and the physician, physical education teachers, and students themselves should take part in determining the curriculum. Among the recommendations of the group were the following: that there be health records of each child from the first to the twelfth grades and these records be transferred with the children from grade to grade and from school to school; that there be segregation of the sexes after a certain age (4th to 6th grade) but that corecreational activities be included in the program in the upper grades; that local and state medical associations give a prominent place to the study of physical education; and that a film be prepared showing an effective physical education program.

Concerning the adapted sports program, the suggestion was made that the term "individual and adapted physical education" be used instead of "modified" or "corrective and restrictive physical education." It was considered important for the local schools to arrange small group meetings of the school administrator, physical education teachers, and local physicians in planning this phase of the program. The recommendation was made that a joint committee of representatives of the A.M.A. and the A.A.H.P.E.R. and other interested groups be formed to work out a guide for the individual and adapted program for use by physicians and physicial education teachers.

As a means of controlling excuses from physical education classes, the group suggested the elimination of all permanent and blanket excuses but recommended periodic rechecks of children involved.

Regarding the examinations of athletes the following recommendations were made: that a special, more thorough examination than that given to the student body be used; a joint committee of the A.M.A. and the A.A.H.P.E.R. and other interested groups be formed for the purpose of preparing a standard examination form and procedures; that athletes be examined before each season of participation, periodically during the season, and before returning to competition after injury; that examinations be conducted by the family physician when possible; that the sexes be segregated in interscholastic sports; and that there be more research on the effect of interscholastic athletics on the cardiovascular system, posture, psychological attitudes, etc.

Henry J. Montoye.

"Physicians and Schools: Report of Section IV. Pre-Service and In-Service Education," *Journal of Health and Physical Education,* Vol. 19, No. 5, May, 1948, pp. 325, 372, 374.

With regard to pre-service training in teachers colleges and other teacher-training institutions, the group recommended that these schools give health the importance that it merits and that all teachers be taught that the health of students is the teacher's responsibility. The members of the conference also suggested the formation of a coordinating health council on the college level, the study of child health as a motivating device in teacher-training institutions, and the use of all community services and facilities in the immediate area of the teacher-training institution in carrying out the health program.

As for the in-service training of all personnel involved in the health program, the following recommendations were made: that there be planning and in-service workshops involving teachers, physicians, nurses, dentists, dental hygienists, and others interested in the health program; that there be a school health committee in each local academy of medicine or county medical society; that the problem-solving method of instruction be used; that public health authorities and school administrators support the in-service training program; that pilot studies be encouraged; that the A.M.A.'s consulting service be expanded, that there be a cultivation of parent interest in the school health program; that publications and extension courses be used to inform teachers and others of new developments, that the cooperation of the American Association of Public Health Dentists be sought; that definite plans for the exchange of information between health service personnel and teachers be inaugurated; and that funds be secured to organize similar conferences, as this one, on the regional level.

Henry J. Montoye.

Tucker, Edythe, "A Functioning School Health Council," *Journal of Health and Physical Education*, Vol. 19, No. 5, May, 1948, pp. 321, 379-381.

With the present interest in school health, this article is most timely. It outlines a practical method for organizing a health council, and discusses various projects which the one at Bremerton, Washington, has carried on since its organization in 1934. Among the challenges this group has met are: making a lunchroom survey, a building survey, and a text book survey which developed into a long-time course of study project. At present the group is working on units on sex education, called "family life and child development."

Among the interesting points mentioned are the following: meetings, which are held monthly, always start and stop on time; every member has a copy of the agenda several days ahead of time and is expected to discuss controversial issues, or new plans with others in their building so their vote may be more nearly representative; summaries of each meeting, including a student supplyment are distributed in each school; schools are urged to organize councils which include students, and the students, in turn, are invited to send representatives to each quarterly meeting.

The article shows clearly how the health council functions in integrating and correlating the activities of many persons and agencies. As part of a program of in-service training of teachers it actually becomes a group project in democracy.

C. O. Jackson.

West, Roscoe L., "Public Looks to Schools," *Safety Education*, XXVIII:1, September, 1948, pp. 20-21.

The incidence of high school courses of Driver Education is increasing every semester. Administrators are not slow in realizing the need for these courses but they are cautious in adopting a program because they are anxious to maintain teaching efficiency and administrative economy and there *are* some unanswered questions.

Research is needed to determine optimum practice with respect to such topics as: (1) how many hours each student should spend at the wheel; (2) how much time should be devoted in the classroom to the study of automobile mechanics and car conservation; and (3) how individual differences in rates of learning can best be cared for under a given plan of instruction.

There are private organizations in the community which will help find an answer to these and other problems. However, teaching is the business of the schools and the schools must lead the way accepting only such support as is free of domination and without restriction.

C. Wesley Dane.

Williams, Rhea H., "Trends in Student Health Service Programs," *Journal of Health and Physical Education*, Vol. 19, No. 6, June, 1948, pp. 387-389, 432-436.

This article presents the results of a two year study of literature and practice relative to student health service programs. The author concludes the article with a summary of trends,—a digest of which follows:

1. All health agencies contributing to the total college population are being synthesized.
2. Counselling and guidance are carried on by special departments or agencies.
3. Special stress is apparent on mental hygiene.
4. Planned research programs are considered necessary if the department is to be scientific and contribute to the total educational program.
5. The educational rather than the clinical aspects of health service are receiving more attention than before.
6. Health service costs should be borne partly by the student and partly by the school.
7. Publicity services rendered students, faculty, employees and the community is being stressed.

It is evident that the scope and range of services rendered by student health services is multiplying rapidly, and the number of specialists is increasing as the number of general physicians is being reduced.

C. O. Jackson.

BOOK REVIEWS

Brace, David K., *Health and Physical Education for Jnuior and Senior High Schools*, A. S. Barnes and Company, New York, 1948, 392 pp. $4.00.

This book is a revision of Bulletin No. 444, Texas Handbook of Instruction for Health Education and Physical Education for Junior and Senior High Schools, prepared under the direction of the author in a conference-laboratory workshop at the University of Texas in 1944. It was planned as a guide to instruction so teachers would have help in improving both their offerings and their methods.

Some idea of the practicability of the text may be gained by the fact that most of the units of instruction were prepared by thirty-five teachers, with the assistance of the staff of the workshop, and visiting consultants. It represents, therefore not only the "brains" of the experts, but the "know-how" in a practical way of the "on-the-job" teacher.

Following a condensed discussion of organization and administration, including sections on health education, physical education, recreation, and safety education, a series of twenty-two units of instruction on health education is presented. These include everything from an appraisal of health to "billboard blarney", from social relations to occupational survey of health professions.

The section on physical education, more than half of the book, contains a chapter on methods, and this is followed with thirty-five instructional units based on the five divisions, general, the dance, team sports, recreational sports, and combatives. One of the strongest features of the book is the complete set of references at the end of every unit, with key numbers and page listings for every activity.

The bibliography in the appendix, and especially the film library are excellent.

While the entire book is pointed toward the needs of Texas boys and girls, and their teachers, it contains much that will challenge and help any professional person. The reader is urged to use the material only as a suggested outline, and then it should be used or modified to meet the needs of the pupil.

C. O. Jackson.

Brown, Richard L., *Teaching Progressions for the Swimming Instructor*, A. S. Barnes and Company, New York, 1948, pp. 160. $3.00.

This book was written for the many young swimming instructors who are capable performers, but who lack the comprehensive knowledge of the basic factors underlying various swimming skills. These people experience difficulty in teaching swimming skills. The swimming skills listed are intended to be used for mass instruction. Briefly the following material is presented: qualifications for instructors, class organization, beach and pool safety and teaching progressions for non-swimmers which include two basic strokes. The first basic stroke listed is the human stroke in which the following progression is suggested: breath control, face in the water, jelly fish, turtle float, prone float, prone glide, prone kick glide, human stroke, human stroke and flutter kick, rythmic breathing and complete stroke. The second basic stroke listed is swimming on the back, which includes preliminary back float, back glide, back kick glide, finning, fin and flutter kick, winging with flutter kick, sculling, sculling with flutter kick. Other chapters are devoted to the fundamentals of the various styles of swimming strokes which are: side stroke, side overarm, trudgeon crawl, American crawl, breaststroke, elementary backstroke, inverted breast stroke and back crawl.

The final chapters deal with basic safety skills such as; treading, floating, surface dives, elementary diving and simple turns. Under recreational swimming water games, ballet and swimming formations are listed.

Two distinct features are noted; (1) For each fundamental swimming skill there is listed an objective to be reached, methods of reaching objectives, an analysis of the fundamental swimming skill which includes factors to be stressed and reasons for stressing factors, and finally, teaching tips are given. (2) LeRoy Gensler's detailed illustrations of each skill makes this book easy to comprehend. There is no doubt that this book will be of great value to the novice instructor.

Ramon W. Kereilis

Hogan, Ben, *Power Golf*, A. S. Barnes and Company, New York, 1948, pp. 166, $3.00.

Hogan starts out with a description of the evolution of his grip. Pictures clearly outline the details. Advice is next given on club selection and use. The details and importance of stance are discussed and depicted. Consistency of stance should be readily acquired by following these suggestions.

The full swing likewise is analyzed in detail as are power shots. Very good and frequent photos tell as much as the well turned descriptions which accompany them.

Iron shots for accuracy are taken up for each club. Putting, bunker, up and down hill shots are explained. Stormy weather golf concludes the basic portion of this text.

The "social golfer" should gain much and his score be lowered from a careful study of this helpful book.

Karl W. Bookwalter

Lukens, Paul W., *Teaching Swimming*, Burgess Publishing Company, Minneapolis, Minnesota, 1948, pp. 34. $1.50.

This manual is especially helpful to teachers who are not specialists in this field. Some of the fundamental water skills presented are: ball float, breathing, prone float, prone glide (front and back), leveling off, change of direction, changing sides, jumping, floating motionless, treading, sculling and elementary diving. The various strokes included are: crawl, inverted crawl, elementary backstroke, breaststroke, flying breaststroke, underwater breaststroke, sidestroke, single overarm, and trudgeon. Instructions for turns for strokes, springboard diving and surface and racing dives are given. A few water games are listed. Testing techniques are described. In the final chapter the author presents a three year plan for 26 to 40 hours of lessons a year.

The manual is unique in that the author breaks down the various parts into units. Beginner teachers will find the style the author uses easy to follow. There are two columns on each page, the left hand side includes notes or pointers to the instructor while the right hand side includes instructions for the pupils. This will be helpful to the novice teacher. The manual should also be a stimulating review to the more experienced teacher.

Ramon W. Kireilis.

Meyer, Harold D. and Charles K. Brightbill, *Community Recreation, A Guide to Its Organization and Administration*, D. C. Heath and Company, Boston, Massachusetts, 1948, 689 p.

It is the opinion of the reviewer that this up to the minute publication will not only achieve its selected purpose, as a guide to the organization and administration of community recreation, but will also take its well-earned place across America in the colleges and universities training programs; in the "in-service" training programs of public and private recreation agencies; in the city and rural school districts training programs. It is also felt that the contents of this volume will be most effectively valuable to assist volunteers who serve in capacities of leadership in program activities, on committees, and on recreation commissions and boards. It will be a "must" for immediate and constant reference in every library.

It is important to note that the text does not supplant any of the other standard references in recreation (Butler, Hjelte, Nash), but rather complements and supplements them. In short, a well-planned perspective takes into account all valid writings to date by recommending further study and analysis by the reader in specific references. The book is not only a boon to the busy recreationist by providing highly selected information and data, but more important makes for richer and better understanding of community recreation.

These "front line" author-experts have achieved a remarkable familiarity and clarity of approach with the reader. One experiences an informal listening attitude as though the authors were discussing the information in the same room with the reader. The WHAT, WHY, and HOW of community recreation play important parts in the discussion. Further the reader finds himself wanting to read most, if not all, the references recommended at the close of each chapter. This is perhaps due to the authors having created both interest and desire to do so by informally annotating each collateral resource. These references include most all discerning and pertinent books, articles, statements, and materials recently published on this important service to community living. An innovation entitled "The Workshop" lists many stimulating situations for "Exploration" and for "Planning."

The book is divided into two parts, namely Foundations of Organized Recreation and Organization and Administration. These two divisions include 39 chapters, each describing some important phase of the division named. The book is profusely illustrated with highly selected photographs, tables, and charts. A well-organized appendix brings together for the recreation leader a ready reference to agencies and organizations active in recreation, recreation supply and equipment houses, addresses of publishers, and a list of films about recreation. Finally, a very functional index provides efficient guides for immediate access to the content.

C. F. Weckwerth

Mitchell, Elmer D. and Bernard S. Mason, *The Theory of Play* (Revised Edition), A. S. Barnes and Company, New York, 1948, 542 pp. $4.50.

In the revision of this text its use has been pointed toward education, sociology, social administration, group work, camping, physical education, public health, recreation and community organization. The history, theory, need and place of play are developed.

Play is universal and natural. Attitudes have varied from military, art, religion, science and social, which is the present concept of the place of play. The past history of play has varied in Germany, England, Sweden, France, Switzerland, Russia and other European countries. In the Orient positive interest has been but recent as is true in South America. In the United States the play movement may be said to have started about 1906. Boston and

New York organized playgrounds and gymnasia. The Y.M.C.A. was also a leading influence. The World Wars also lend occasional impetus to the need for physical activity.

Play has been variously explained by the surplus energy, recreation, instinct practice, recapitulation and cartharsis theories. Newer explanations are self-expression, habit, social contacts and environment. Certain wishes (desires) as new-experience, security, response, recognition, participation and aesthetic are motives for play. These differ from the older concepts of instincts in that wishes are based upon experience rather than inborn drives. Play has been variously defined but its essential characteristics are activity, of general source, interesting, and dependent upon attitude. Its aims are satisfaction and other extrinsic goals such as skills and rewards. Play has been described as motor, sensory and intellectual and its forms in movement are creeping, walking, running, dancing, jumping, climbing or swimming. In handling objects it takes the form of throwing, tossing, putting, catching, striking, pushing and pulling, and lifting and carrying.

Play takes the general forms of: competition, hunting, curiosity, roving, creating, vicarious play, imitation, social and aesthetic. Age and sex differences influence play forms. Babyhood, later childhood, early and later adolescence and maturity are examples of age periods of play. Recreation, health and safety are among the modern needs for play and modern urban living has emphasized these needs. Strength, speed, skill and endurance are physical developments inherent in play. Mental and social growth are likewise dependent upon normal play.

Play is promoted by the public, private and commercial groups. It is administered variously by the Federal government, the schools, park and recreation boards. Space, leadership and organization are essential in the promotion of play. Camping is a modern emphasis in play. School athletics have progressed in standards and emphasis and intramural programs are fostered in school and colleges.

Classes of play activities found in balanced programs are imitative, dramatic, story-telling, rhythmic, nature lore, handicrafts and arts, music, gymnastic, free play, outdoor sports, ability tests, athletic contests, elementary games, combatives and team games.

Karl W. Bookwalter.

Oakes, Bernard F., *Football Line Play for Players and Coaches* (Revised Second Edition), A. S. Barnes and Company, New York, 1948, 222 pp. $4.00.

Since this book was written 15 years ago the five man line, varying and shifting defenses and other phases of the game have become standard practice. This revision brings the book up to date. It is written as a text in coaching courses, for present coaches, as a reference for beginning coaches and as a guide to school and college players.

Preliminary exercises, offensive line system, positions, offensive charge, centers positions and pass, blocking, group blocking, bringing men out of line, catching forward passes and line positions in offense comprise Part I. Tackling, positions, defensive charge, defensive fundamentals, defensive plans, play of line positions on defense, punt and pass defense and practice program for the line make-up Part II.

Photographs, drawings and diagrams explicitly depicting their topic are generously interspersed with the explanations. This book by an experienced coach should be quite helpful to beginners and players.

Karl W. Bookwalter.

Nash, Jay B. *Physical Education: Interpretations and Objectives*, A. S. Barnes and Company, New York, 1948, pp. 228. $3.00.

The philosophy of physical education is developed in this brief outline of Dr. Nash's intensive course in principles. Students, teachers and administrators will find convincing arguments for sound activities, methods and objectives in this source. A basis for interpreting our field to the public is contained therein.

Based upon the democratic way of life the place of the program in education for democracy is shown. The four developmental objectives—organic, neuromuscular, interpretive and impulsive are justified and checked against the standards of health, recreation and character.

Physiological, kinesiological and psychological evidence is brought to bear upon the problem of developing the above objectives according to the given standards. The necessity for realizing the unity of man, even while stressing a particular objective, is emphasized.

Karl W. Bookwalter.

Sehon, Elizabeth L., Marion H. Anderson, Winifred W. Hodgins and Gladys R. Van Fossen, *Physical Education. Methods for Elementary Schools*, W. B. Saunders Company, Philadelphia, 1948, pp. 485.

The elementary level is where the teaching of skills, habits and attitudes should be stressed. In this teaching the teacher is important. He should be wholesome and use intelligence in choice of his own recreative activities. He should believe in physical education and in the necessity for a progressive balanced program for the "whole" child. Teacher planning, participation and provision for safety are essential.

Aims, objectives and outcomes of the program must be known and planned for with due appreciation of the laws of learning and the characteristics of children at all age levels. Adequate facilities and time will be necessary. Results should be evaluated using only essential tests.

Games of low organization, of high organization, as well as sports units and skills are enumerated. The methods and outcomes are related to specific activities included. Individual and dual games are similarly treated.

Creative rhythms and folk games and dances are outlined in various types and lesson plans given. The necessity for an integrated program is stressed. Classroom activities are outlined for inclement days. Some advice is given as to playground supervision.

Throughout this source book many pertinent references are given. The title is a little misleading as the scope of the text is broadly curricular on the elementary level.

Karl W. Bookwalter.

Sharman, Jackson R., *Introduction to Health Education*, A. S. Barnes and Company, New York, 1948, 273 pp. $3.00.

There has been great progress in public health. However, there is a need for further health education. The terms of health education are defined in the source and its aims are elaborated.

The aspects of the healthful school are the school schedule, seating, lighting, heating and ventilation, housekeeping and sanitation, provisions for hand washing, a supply of pure water and the school lunch program.

School health service aims to determine health status, prevent disease, isolate sick children from school, inform parents and children and arouse a feeling of responsibility for correction of defects.

School and community health depend upon proper nutrition, protection from strains and drains, health protection, exercise and good mental hygiene. These are affected by the faith and culture of the community and by its social and economic status. Cooperative action by school community and agencies is an essential. Their efforts should be coordinated.

The curriculum in health should be based upon sound principles and assumptions. It should be carefully planned and the content selected in light of acceptable criteria. The community and school are sources of health problems but other agencies are useful. The effects of health education should be evaluated.

Methods of health education likewise are selected in light of basic principles and purposes. They must be incorporated along with the planning of content and in light of community and school organization. Nutrition, safety, exercise and recreation, and mental hygiene should be emphasized in the health instruction.

Karl W. Bookwalter.

Wetzel, Norman C., *The Treatment of Growth Failure In Children*. N.E.A. Service Inc., Cleveland, Ohio, 1948, pp. 102, $4.75.

An application of the "Grid Technique" of evaluating growth, nutrition and development, this book explains the basis for the revolutionary contribution to lay *recognition* of growth failure in boys and girls 5-18 years of age.

Size (development), shape (physique), direction (over-under weight), and speed (rate) of development can be observed from the mere facts of age, height and weight and the statistically and mathematically exact grid. Simple growth failure, common to 30% of children is needless and can be eliminated if discovered, says the author.

Exemplary grids of normal and abnormal cases are shown and explained in case analysis. The use of the grid in determining the ten possible factors of nutrition is clearly outlined.

For health and nutrition workers, the chapters on treatment of growth failure are helpful.

The misinformation of age-height-weight tables and the non-use of such data when collected can be a thing of the past when this visible delineation of growth and development is used. In the reviewers opinion *every* elementary and secondary school should utilize this practicable and effective technique.

Karl W. Bookwalter.

Williams, J. F., *The Principles of Physical Education*, (5th Edition), W. B. Saunders Company, Philadelphia, 1948, pp. 377. $3.50.

Facts of genetics, phychology, anatomy, physiology, kinesiology and sociology are the sources of the principles so freshly outlined in this new edition.

The hazards and shortages caused by asceticism, scholasticism, puritanism, nationalism, industrialism, urbanization create a need not met by German, French, Swedish, Russian or Italian systems of physical education.

Skilled leadership following sound principles (based upon the above facts of nature and nurture) is needed. This leadership should be provided with adequate facilities if they are to organize a program that is "physically wholesome, mentally stimulating and satisfying, and socially sound" for our democracy.

Formalized gymnastics can not meet these needs as can individual gymnastics, sports and games, the dance, outing, selftesting and fundamental activities. The specific technical associated and concomitant objectives for these activities should be evaluated by the criteria of organic results, carry over, satisfaction of socially sound urges and opportunity for social interaction. A modicum of measurement will be needed to assure the effectiveness of such a program.

Karl W. Bookwalter.

5

SPORTSMANSHIP IN ATHLETICS

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Physicial Education and athletics have received much unfavorable publicity during the past year due to many instances which do not reflect credit to coaches, schools, or players. Since physical educators have considered character education, the development of citizenship, and the ideal of sportsmanship to be an important objective, it appeared that this particular topic might be worthy of more intensive investigation.

A check on available literature shows that very little has been written concerning effective methods of promoting the ideals of sportsmanship which the profession as a whole is anxious to have in operation. It was the feeling of the writer that there were many people in the field who had been required to face this difficult problem and had worked out some approaches to a solution which might be helpful to others. It was with this thought in mind that a questionnaire was devised to tap any sources of information which might assist others in finding acceptable approaches to this problem.

It was felt desirable to contact a cross section of administrators, department heads and athletic coaches whose experience would be of value to others. The questionnaire results herein reported are based upon the reports of sixty-one football coaches and directors of physical education and forty-five administrators from high schools and colleges scattered throughout California and from fifteen selected cities across the United States.

It was gratifying to find considerable unanimity of opinion regarding many phases of this rather troublesome problem. There seemed to be rather general agreement as to the desirability of training rules for athletic teams and equal concern on the part of administrators and coaches to improve the citizenship and sportsmanship of both their teams and their respective student bodies.

It is also very encouraging to find that many schools have taken some very effective steps toward controlling this particular problem. The Detroit schools have had some very interesting experiences with inter-school councils which deal with the problem of sportsmanship in all inter-school contests. A part of the program of re-education involved in the Detroit system required representative student body members in a given high school to visit on the campus and in the assembly of the high school against which they are to compete at the end of the week, thereby building up understanding and friendly relations as opposed to undesirable types of heated rivalry.

Questionnaire Results

Football Coaches or Directors of Physical Education (High School and College)

I. Sportsmanship

A. Has the following been a problem at your school during athletic contests?

It was agreed by a large percentage of the coaches and directors reporting that the problems of sportsmanship involved conduct of the home team in only three out of fifty-six replys; whereas, five out of fifty-four indicated that serious problems of sportsmanship related to conduct of the visiting team and coach. Eighteen of those reporting indicated that sportsmanship problems arose out of conduct of spectators. Thirteen indicated that the inability of officials properly to conduct the game was responsible for poor sportsmanship and a similar number indicted sports writers as being responsible for poor sportsmanship in contests. It was almost universally agreed that players on the losing team should congratulate the winning team and should mingle with and talk with the opponents in a friendly fashion after the game. Only eight of the sixty-four indicated that their players reported poor sportsmanship on the part of the opponents. Some of the very specific problems affecting sportsmanship in the various schools are listed below.

Non-student body members of visiting schools are sometimes unsportsmanlike and bother officials.

Lack of seats for spectators.

Crowds booing when teams are shooting fouls.

Booing officials.

Coaching teams while game is being played.

Rivalry between schools improved due to cooperation of local papers and "Better Relations Council" composed of five outstanding boys from each school.

Gambling and drinking is major problem.

Schools not hiring officials from approved list.

Vandalism.

Unsupervised dances after games.

Fraternities and sororities.

Encourage players to get acquainted with opposition. Congratulate opposition next day if they won.

Gym arrangement. Seating too close to playing floor makes out of bounds decisions difficult.

Basketball gives more trouble than football. Conduct campaign for "all cheers, no jeers".

Spectators who are not students flock out of stands at half time and down on field toward end of game.

Losing team affects the morale of the student body and team sometimes takes razzing.

The answer to poor relations with other schools is many times to call a halt to competition with that particular school.

Inability of people to appreciate efforts of a losing team.

What to do about offenses prevalent but not called by officials. How to defend against such offenses.

II. Control

A. Do you use any of the following to aid in regulation actions of spectators?

1. Student government aid—42 yes and 13 no
2. Local police—46 yes and 10 no
3. Faculty control—41 yes and 11 no
4. Work aid students, public address system, and R. O. T. C.—4 yes

B. Suggestion for future improvements

Convey ideas on proper conduct to students through the medium of assemblies.

Adequate fencing of athletic area and supervision.

Educate public as a whole on rules of game.

Educate coaches in regard to training rules.

Stricter police control.

Closer supervision of spectators of pre-high school age.

Coordinated effort on the part of all agencies concerned with juveniles.

Encouraging and supporting activities as sponsored by sportsmanship council.

Keep posters on display.

Use of public address system before and during game.

Student government used in school only and visit competing school during week.

We never allow school colors to be displayed on the field. Two flag poles display each competing schools colors.

Let all teachers in free at all contests with understanding they are on duty.

Constant emphasis of good sportsmanship to squad and student body.

Make effort to keep spectators from crowding too close to side lines especially in closing moments of game.

Publicity campaign through newspaper, magazines, telling how athletics help to make good citizens and leaders of tomorrow.

Remove liquor and gambling. Make boys realize that all games are played for fun. There is no fun when one gets mad.

Trouble makers in stands spotted, ousted, and placed on file for no admittance thereafter.

Less emphasis on winning, between half entertainment by other school organizations.

Prepare for and anticipate difficulties and set controls accordingly with prestige and authority.

De-emphasize football.

Enlarge stadium.

Proper treatment of visitors and officials. Appeal to quarterbacks club and newspaper in regard to sportsmanship.

Ushers and placards promoting good sportsmanship should be placed prominently on field or in gymnasium.

Block lettermen society sitting throughout group to lead student actions against rabble-rousers in rooting section who hinder yell leaders, team, and officials.

Do not place high premium on high-powered athletic teams and spirit.

Proper teaching, setting the right examples, and experience will bring about high level of sportsmanship.

Through classes teach proper attitude as an incidental part of course.

Regulate and supervise student sections. Instruct yell leaders as to proper method of handling rooting section.

III. What can be done to improve the "on the field" attitude of some coaches and officials?

Report or complain to organization responsible for an individual. In case of an official ask for change.

Personal interview and counsel by supervisor. Administrative authority take action to change personnel situation.

Abide by football code.

Eliminate pressure to win games.

Repeating axioms of sportsmanship from all sources.

Having meetings of the coaches before league opens to discuss attitude and conduct.

Education is the answer. Public drives coach to develop unsportsmanlike attitude. Educate against betting.

Insert practical courses in college curriculum dealing with attitude of good coaches and officiating.

Have only officials you want your boys under. Boys have respect and confidence in good officials.

Often times the attitude of the spectators influence the attitudes of coaches and officials.

Acquaint some coaches more thoroughly and more impressively with importance of their influence on team members and spectators.

Informal get together by competing coaches. Supervision of coaches "on the field" attitude by an administrator.

Have joint sessions on interpretation of football rules and opportunities for constructive criticism of each party involved.

Pre-season discussion of possible explosive situations and sportsmanlike objectives.

Keep administrator out of actual game situation

so they may lend dignity and temperance to hot-headed players, coaches, or officials in preventing unsportsmanlike occurrences.

Educational campaign in papers with attitude that we are all working for the same purpose—the best interest of the game and the players.

Officials rating. Don't use any with wrong attitude. Coaches can be improved by proper control of the school administration and director of athletics.

Have administrator talk with coach. If officials need reprimanding do it through commissioner and officials association.

Keep coaches off the playing field. Trainer and doctor administer first-aid.

IV. How can (or does) your local newspaper help inter-school relationships rather than hinder them?

Monthly or semi-monthly school paper. City paper carried weekly column concerning school.

By complimenting the good points of the game and discouraging bad points.

Bring to public danger that exists in poor relationships.

By emphasizing evidence of sportsmanship and refraining from writing up unimportant incidents.

Not to build any one team or members of a team up.

Fail to see and understand purpose of athletics in our schools.

By criticizing improper demonstrations and praising displays of good sportsmanship. By criticizing the desire to win at any cost.

Carry articles of desirable sportsmanship conduct on and off field, boy training and in general everything good for a boy's education.

By not taking sides.

Can help by pointing out honest psychological factors involved in coming contests.

Newspapers should point out good sportsmanship rather than poor sportsmanship. A boost always helps rather than a knock.

By calling attention to games which have been played in good spirit of sportsmanship and praising the two teams and schools.

Awarding a plaque to schools showing the best attitudes during the season.

Give a fair impartial account of the contest.

Take notice of sportsmanship acts whenever they occur—avoid printing rumors.

Use caution in writing up game results. Too much credit to one and none to the other might tend to build a feeling of animosity toward the other. Due credit to the loser is as important as full credit to the winner.

Play up athletics on a student interest basis and do not stress necessity of victory.

Papers hinder by making athletics professional entertainment for the community. They help by playing up athletics which maintains student interest.

Stress the qualities of sportsmanship which are produced in every game. Stress less the negative aspects.

By reporting and not exploiting. By emphasizing constructive rather than pointing to the unusual.

V. What do you suggest could be done to control the over-zealous public spectator who causes irritation that carried over into the student body where the bulk of the blame is charged?

Word of coach to such type of spectator or ask individual to leave.

Not allow that type of spectator entrance to game.

Educate through cheer leader, programs, and talks by coaches between halves.

Police supervision of games.

Education of all student body members.

Eliminate drinking.

Student bodies must be more active in promoting good sportsmanship. Should not let rough-neck element think their actions are condoned.

Educate our youth and let the youth try to educate the adults.

Education of public through press, P. T. A., and club groups.

Coaching staff and administration can help student body feel such actions are giving school a bad name. We do have trouble here, but partisan groups in neighboring towns cause trouble.

Segregate student body from public.

Get over your ideas on sportsmanship which preclude such attitudes. Often the coaches' attitudes are expressed through players to the public who in turn do their voicing.

Eject objectionable spectators from game—continually stress the ideals of true sportsmanship to students.

VI. Training Rules

A. Please list major training rules required of team members

No smoking—46
Regular sleep—45
No drinking—37
Good Eating Habits—28
Regular Practice Attendance—10
Passing school work—8
Keep in condition—4
Personal Hygiene—4
Fit and Ready at all times—3
Rules for Good Health—3
Wholesome Attitude Toward Discipline—3
Acceptable Citizenship—3
No Dates Except Friday Night—2
Curtailment of Social Activities—2
No profanity—2
Individual Performance—2
Team Cooperation—2

Report all Injuries—1
Happy Mental Attitude—1
Clean Living Habits—1
No Carbonated Drinks—1
Moderate Smoking—1
No sweets—1
No Out of School Competition—1

Pick six boys whom coach will know will do the right thing and let them handle training of squad.

Home calisthenics and running on days there is no practice. Regular study hours Monday through Friday after supper.

B. What is the penalty for infractions of major training rules?

1. Dismissal from squad—34 yes, 5 no
2. Temporary suspension—20 yes, 5 no

C. What is the basis for determining infractions?

Personal observation and judgment of coach—20

Personal observation or information from reputable persons—8

Our squad is the jury.

Report card.

Note condition at practice or in games. Attitude. Report by team members. Usually a coach can determine by action of player whether or not he is training.

Boy is given fair trial.

No hear-say evidence.

Admission of offender.

Observe evidence; observation of poor performance and using that as circumstanciated evidence.

Lack of loyalty, indifference.

Honor of the boy. Team decides each case on its own merit.

Catching an athlete breaking rules by the coaches.

Inability to maintain or attain physical condition.

Faculty action.

Attendance record kept by manager or coach.

Reports from friends of team.

VII. Officials

A. Do you consider the majority of officials well qualified? 48 yes, 10 no

B. Are you ever troubled with officials allowing games to get out of control? 19 yes, 38 no.

C. Are all officials that work in your area certificated teachers? 12 yes, 49 no

D. Do you believe officiating should be done by teachers only? 8 yes, 49 no

E. Rate the following in your order of preference.

Pre-war officials (27 first ratings, 10 second, 1 third)

Post-war officials (17 first ratings, 9 second, 4 third)

War-time officials (0 first ratings, 6 second, 18 third)

F. Do you consider that poor officiating is related to spectator conduct at game? 43 yes, 14 no

Questionnaire Results
For Administrators
(High School and Junior College Principals)

I. Sportsmanship

A. Has the following been a problem at your problem at your school during athletic contests?

1. Sportsmanship and conduct of home team —3 yes, 42 no
2. Sportsmanship and conduct of visiting team—4 yes, 40 no
3. Sportsmanship and conduct of home coach —1 yes, 42 no
4. Sportsmanship and conduct of visiting coach—4 yes, 39 no
5. Sportsmanship and conduct of spectators—17 yes, 28 no
6. Influence of newspapers—11 yes, 30 no

Specific problems

This has been a problem due to the poor space for spectators in basketball games. In turn it creates poor sportsmanship on the part of the home team.

Newspapers fan the flames of rivalry between the two junior colleges.

Advised coach on few occasions who we did not feel displayed high standard of sportsmanship.

Boys have deliberately yelled at games to cause penalty.

Excessive drinking.

Fighting in stands.

Booing of officials and on one or two occasions of home team coaches.

Coach of unsportsmanlike team was fired even though he had a good season. Other teams refused to play his team.

Non-school spectators place bets on game and are more concerned with speculation than sportsmanship.

Newspaper reporters sometimes do not confine themselves to reporting news and act as authorities.

Disrespectful attitude toward officials among few students. Lack of cooperation with yell leaders.

Newspapers did not cooperate in upholding decision of administration; therefore, many coaches are now reluctant to disqualify players because of fear of similar attack.

Newspapers detrimental when stressing one individual in write ups or stressing games won.

Self-appointed alumni have made presence known by hoodlumism and drunkedness.

Some rooters noisy when opponents shoot fouls.

II. Control

A. Do you use any of the following to aid in regulating actions of spectators?

1. Student government aid—40 yes, 3 no
2. Local police—38 yes, 6 no
3. Faculty control—41 yes, 2 no

(continued on page 115)

A MEASURE OF BASKETBALL SKILLS IN HIGH SCHOOL BOYS

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Introduction

During the past several years numerous skills tests in the various sports have appeared in the professional literature. Some acceptable tests are available in almost every sport, but there seems to be a need for a simple, practical, economical measure of basketball skills which could be given as a part of the regular physical education class program, or during after-school practice hours. For the coach, especially in a large school, there is a definite need for an aid in screening eager candidates for the varsity or in the problem of cutting the squad. For the physical education instructor, there is always a necessity for a test which might aid in the teaching program as a grading item, a motivator, or as a measure of pupil achievement. A more homogeneous grouping for basketball intramurals could be derived from a test employed as a classifier.

Coaches frequently ignore tests in sports because of the many intangibles involved in game situations, and the ever present "sports sense" in both players and coaches. However, it seems that any sound objective evidence which one can have before him to support his judgment will be advantageous over his opinion alone. The test scores might cause one to be more cautious, more patient, and more aware of weaknesses in players which often go unnoticed under the eye of even the most experienced coach or instructor.

In the specific school studied an effort was made to work out a scheme of skills testing in basketball which would be workable in both the core required program and in extracurricular activity.

Problem

To establish a practical test for high school boys which would measure their abilities in various items involving basketball skills.

Criteria of Basketball Skill

In the original selection of the test items which involved various motor skills it seemed desirable to include activities which were fundamental to the game of basketball. Speed, shooting, passing, reaction time, sensory-motor coordination, footwork, motor ability and motor agility, and ball handling were among the fundamental factors considered in the selection of the original eight test items. These items (tests or measures) and the factors to which they are known or assumed to be related are: Height—shooting, ball control and recovery; Baskets Per Minute—ball handling, speed, sensory-motor coordination; Forty-Foot Dash—velocity, reaction time, motor agility; Vertical Jump—velocity, agility, power; Burpee Motor Ability Test (10 seconds)—motor ability; Dodging Run—speed motor agility, velocity; Free Throws (out of ten)—shooting, sensory-motor coordination, motor ability; Wall Bounce (10 seconds)—motor agility, sensory-motor coordination, velocity.

Materials

The following materials were necessary for the administration of the test: 1 stopwatch, 1 tape measure 50 feet, 1 basketball goal and backboard, 4 basketballs, 6 track hurdles, 1 jump and reach board (marked in inches), and other miscellaneous equipment such as chalk, pencils, paper, squad cards, etc. Most of the equipment used was obtainable at the school studied, a few items were borrowed from the Department of Physicial Education, Indiana University.

Obtaining the Data

Eight items were selected to comprise the original battery, and specific directions were set forth concerning the manner in which each event was to be conducted and scored. These directions are listed herewith:

Height: To be measured to the nearest inch with the subject wearing his regular basketball shoes.

Baskets Per Minute: The subject will take a position just behind the foul line and facing the basket. On the "go" from the scorer-timer the subject will proceed to shoot as many baskets as he possibly can from the floor in one minute. He may shoot from any point on the floor or beneath the basket, but if he wishes to move closer after retrieving a ball he must dribble. Score will be the number of baskets made in one minute.

Forty-Foot Dash: The subject takes a position behind the out of bounds line at the end of the floor. He starts from an upright position on the "go" from the scorer-timer and runs the forty foot course across the finish line as fast as he can. Score will be the elapsed time to the nearest tenth of a second from his start to the finish.

Vertical Jump: Student stands facing the jump and reach board which has been attached to the basketball backboard. With a short piece of chalk in his hand he reaches up and makes a horizontal

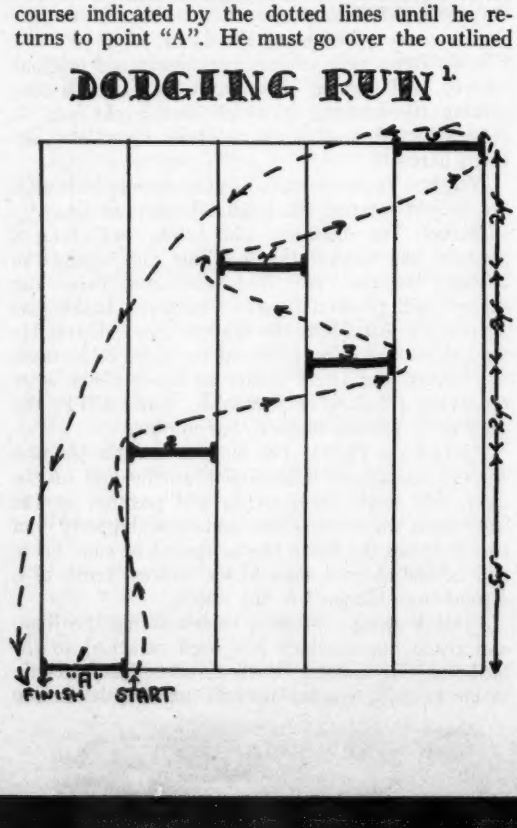
* Now at University of Michigan.

mark as high as he can on the board while still keeping both feet on the floor. He may then turn 90° to the left or right so that his reaching hand is closest to the board; he jumps as high as is closest to the board; he jumps as high as he can he can and may use a preliminary arms swing, and at the point of greatest height he again reaches and makes a second horizontal mark on the board. The vertical distance to the nearest half inch is measured between the reach mark and the jump mark. Each student is given three trials and the best distance recorded.

Burpee Motor Ability Test (10 seconds): Starting in the erect position, the subject comes to a full squat, from there he extends his feet backward coming to a front support, thence back to a full squat and finally to the erect standing position. Each time the student returns to the erect standing position counts one. For each partial position one-fourth is counted. For example: if when time was called, the student had returned to the squat position from the front support, but was not standing he is given three-quarters of a credit. His score is the total number of complete movements, and the fractional part, if any, which he is able to do in ten seconds.

Dodging Run: The following diagram will best illustrate the procedure as stated in LaSalle's *Guidance of Children Through Physical Education,* page 272. The runner starts at "A" and follows the course indicated by the dotted lines until he returns to point "A". He must go over the outlined course two times, without stopping, to record a trial. Score is recorded for the elapsed time to the nearest tenth of a second. Only one attempt is allowed for each individual.

DODGING RUN[1]



Free Throws (out of ten): The subject to be tested takes the regular position behind the free throw line in the foul circle and shoots ten successive shots in his own time. The score is the number of baskets made out of ten free throws. Stepping over the line is a foul.

Wall Bounce: A target is painted on a smooth surfaced wall. The dimensions are two feet wide by four feet high with the lower limit of the rectangle three feet above the floor. From a point six feet from the wall target the individual on the "go" bounces the basketball against the wall target and catches the rebound (without it touching the floor) as many times as possible in ten seconds. The ball must hit the wall inside the borders of the rectangular target. Score is the number of times the ball is caught in rebound from the wall within the ten seconds allotted.

It was decided to give the test in regularly scheduled physical education periods. The squad leaders were given special instruction in the manner of giving and scoring the test items.

The items were then given to the group over a three day period utilizing a rotating squad method. The raw scores for each item were transferred from the squad card to the master record sheet and made ready for statistical treatment. At the next meeting of the class after the testing had been completed, the members of the class were scheduled in inter-squad basketball games for the purpose of observation and rating by the jury. The subjects were also observed by this jury during two successive class periods in similar game situations. The jury was composed of five senior men majors in physical education. Two of them were members of the varsity squad, two had played high school ball but had not made the varsity and were limited to intramurals. The fifth man was the student teacher working with the classes in which the tests were given.

The Total Subjective Rating Criterion

After a first, second, and third observation each member of the jury turned in a check list rating sheet which had been prepared to standardize the procedure involved in rating. This check list included passing, dribbling, footwork, faking, team play, eye-hand coordination, aggressiveness, competitive spirit, physical condition, speed, agility, and numerous other basic skills in basketball. The player was rated on a scale from 1 to 5 points with 5 as very good, 3 as the average, and 1 as very poor. The total ratings for all items were obtained and divided by the number of items for an average. Since each boy was rated three times by each mem-

ber of the jury his average was obtained and entered on the master record sheet. Thus, each case had five average ratings submitted by the jury; these were totaled under the heading of Total Point Rating. With the subjective Total Point Ratings (maximum twenty-five points) and the test item raw scores recorded the data was ready for statistical treatment. Upon the completion of gathering data and testing there were eighty-six cases.

Statistical Treatment of Data

The mean and standard deviations, along with other statistics listed in Table I, were computed for each of the eight items.

TABLE I—STATISTICS

Test Item	Range	Arith. Mean	Scale Score Point Value	Standard Deviation
Height	60 to 73	66.8	.169	2.81
Baskets Per Minute	11 to 37	15.9	.508	8.48
Forty Foot Dash...	2.1-3.0	2.40	.010	.172
Dodging Run.....	17-26	21.0	.102	1.705
Vertical Jump.....	10-23	18.17	.173	2.88
Wall Bounce.....	6-16	11.46	.115	1.92
Free Throws.....	0-8	4.303	.102	1.70
Burpee Motor Ability.....	2-9	5.75	.214	.667
Eight Item Battery Scores (Total)..	263 to 581	395.17	4.5	75.0
Five Item Battery Scores (Total)..	126 to 402	250.2	3.8	63.0

The next step was the conversion of the raw scores to scale scores (Table II) in each event for every case and then add them for an Eight Item Battery Total Score. The subjective Total Point Ratings were correlated with the Eight Item Battery Scores and resulted in a .80 correlation. Intercorrelations were done between the eight items comprising the battery (Table III) and the following results noted:[1]

a. A substantial relationship existed between the following items—Vertical Jump and Forty Foot Dash (.579), Baskets Per Minute and Wall Bounce (.543), Forty Foot Dash and Dodging Run (.538), Dodging Run and Wall Bounce (.464), Vertical Jump and Wall Bounce (.423), and Dodging Run and Baskets Per Minute (.402).

b. A definite but small relationship existed between the following: Baskets Per Minute and Vertical Jump (.349), Vertical Jump and Dodging Run (.353), Height and Baskets Per Minute (.319), Burpee M. A. and Dodging Run (.314), and Wall Bounce with Forty Foot Dash (.303), Baskets Per Minute and Burpee M. A. (.294), Wall Bounce and Height (.267), Baskets Per Minute and Forty Foot Dash (.254), Vertical Jump and Burpee M. A. (.250), Burpee M. A. and Forty Foot Dash (.239), Height and Burpee M. A. (.227), and Dodging Run and Height (.200).

Due to the low intercorrelations between the above items it was assumed that disparate items were being measured.

c. There is a slight relationship between Wall Bounce and Burpee M. A. (.197), Baskets Per Minute and Free Throws (.170), Forty Foot Dash and Height (.157), Free Throws and Vertical Jump (.148), Dodging Run and Free Throws (.107), Free Throws and Wall Bounce (.090), and Height and Free Throws (.001).

d. Negative correlations were found between Free Throws and Forty Foot Dash (—.257), Height and Vertical Jump (—.232), and Burpee M. A. with Free Throws (—.011). Each of the eight items was then correlated with the Total Battery Scores and the figures obtained were: Dodging Run .80; Baskets Per Minute .773; Forty Foot Dash .769; Wall Bounce .735; Vertical Jump .698; Height .570; Burpee M. A. .516; and Free Throws .402.

It was then decided to take the five events which had the highest correlations, and, as they all had a validity of .70 or better, set up a five item battery test made up of Dodging Run, Baskets Per Minute, Forty Foot Dash, Wall Bounce and Vertical Jump. The scale scores were totaled in these five items for all cases and correlated with the original eight item Battery Scores. A correlation of .968 was obtained.

Total Battery Scores for the Eight and Five Item Batteries were tabulated to determine the distribution, standard deviation, and to set up scale scores for both batteries of tests (Table IV).

ANALYSIS OF DATA

There was a bimodal distribution in Vertical Jump, Baskets Per Minute, Height, Forty Foot Dash, Dodging Run and Burpee M. A. Vertical Jump and the Forty Foot Dash seemed to have velocity in common and have the highest intercorrelation. Vertical Jump appears to have something in common with Dodging Run, Wall Bounce, and Baskets Per Minute not attributable to height, but possibly velocity. Baskets Per Minute and Wall Bounce have the speed of ball handling in common and also have the second highest intercorrelation.

1. GUILFORD: *Fundamental Statistics in Psychology and Education*, McGraw-Hill Co., 1942, p. 219.

TABLE II. SCALE SCORES

	Scale Score	Hgt.	Free Throws	10 sec. Burpee M.A.	Baskts.* Per Min.	Vert.* Jump	40* Ft. Dash	Wall* Bounce	Dodging* Run	Scale Score	
	100		10				2.0	18	16.0	100	
	99				41				16.1	99	
	98	75						17	16.2	98	
	97				40				16.3	97	
	96		9						16.4	96	
	95				39				16.5	95	
	94								16.6	94	
	93	74			38				16.7	93	
	92								16.8	92	
	91				37				16.9	91	
A	90						2.1		17.0	90	A
	89				36	25		16	17.1	89	
	88								17.2	88	
	87	73			35				17.3	87	
	86		8			24.5			17.4	86	
	85				34				17.5	85	
	84			9.5	33	24.0			17.6	84	
	83								17.7	83	
	82				32				17.8	82	
	81	72		9.25		23.5		15	17.9	81	
	80				31		2.2		18.0	80	
	79			9.0					18.1	79	
	78				30	23.0			18.2	78	
	77			8.75					18.3	77	
	76		7		29				18.4	76	
	75	71		8.50					18.5	75	
	74				28	22.5			18.6	74	
	73			8.25					18.7	73	
	72				27	22.0		14	18.8	72	
	71								18.9	71	
B	70			8.00	26		2.3		19.0	70	B
	69	70				21.5			19.2	69	
	68			7.75	25				19.3	68	
	67		6						19.4	67	
	66			7.50	24	21.0			19.5	66	
	65								19.6	65	
	64			7.25	23				19.7	64	
	63	69				20.5		13	19.8	63	
	62				22				19.9	62	
	61			7.00		20.0			20.0	61	
	60				21		2.4		20.1	60	
	59			6.75					20.2	59	
	58				20	19.5			20.3	58	
	57	68	5	6.50					20.4	57	
	56				19				20.5	56	
	55			6.25		19.0		12	20.6	55	
	54				18				20.7	54	
	53								20.8	53	
	52			6.00	17	18.5			21.9	52	
	51	67							21.0	51	

TABLE II. SCALE SCORES (Cont.)

Scale Score		Hgt.	Free Throws	10 sec. Burpee M.A.	Baskts.* Per Min.	Vert.* Jump	40* Ft. Dash	Wall* Bounce	Dodg-ing* Run	Scale Score	
C	50			5.75	16		2.5		21.1	50	C
	49					18.0			21.2	49	
	48			5.50	15				21.3	48	
	47		4						21.4	47	
	46			5.25	14	17.5		11	21.5	46	
	45	66							21.6	45	
	44				13				21.7	44	
	43			5.00		17.0			21.8	43	
	42				12				21.9	42	
	41			4.75					22.0	41	
	40				11	16.5	2.6		22.1	40	
	39	65		4.50					22.2	39	
	38				10				22.3	38	
	37		3	4.25		16.0		10	22.4	37	
	36				9				22.5	36	
	35								22.6	35	
	34			4.00	8	15.5			22.7	34	
	33	64			7				22.8	33	
	32			3.75					22.9	32	
	31				6	15.0			23.0	31	
D	30			3.50			2.7		23.1	30	D
	29				5	14.5		9	23.2	29	
	28			3.25					23.3	28	
	27	63	2		4				23.4	27	
	26					14.0			23.5	26	
	25			3.00	3				23.6	25	
	24								23.7	24	
	23			2.75	2	13.5			23.8	23	
	22	62							23.9	22	
	21			2.50	1				24.0	21	
	20					13.0	2.8	8	24.1	20	
	19			2.25					24.3	19	
	18		1						24.4	18	
	17					12.5			24.5	17	
	16	61		2.00					24.6	16	
	15								24.7	15	
	14					12.0			24.8	14	
	13								24.9	13	
	12								25.0	12	
	11					11.5		7	25.1	11	
F	10	60					2.9		25.2	10	F
	9					11.0			25.3	9	
	8								25.4	8	
	7								25.5	7	
	6					10.5			25.6	6	
	5								25.7	5	
	4	59							25.8	4	
	3							6	25.9	3	
	2					10.0			26.0	2	
	1						3.0		26.1	1	

* Item included in Five Item Battery.

TABLE III. INTERCORRELATIONS OF BASKETBALL SKILLS TEST ITEMS

Items	Hgt.	Free Throws	Baskets Per Min.	Wall Bounce	Vert. Jp.	Burpee M.A.	Forty Ft. Dash	Dodging Run
Height		.001	.319	.267	–.232	.227	.157	.200
Free Throws			.170	.090	.148	–.011	–.257	.107
Baskets Per Min.				.543	.349	.294	.254	.402
Wall Bounce					.423	.197	.303	.464
Vertical Jump						.250	.579	.353
Burpee M.A.							.239	.314
Forty Ft. Dash								.538
Correlation with Battery	.570	.402	.773	.735	.698	.516	.769	.800
Total Mean r	.221	.139	.350	.358	.358	.225	.364	.366
Mean	66.80	4.30	15.91	11.46	18.17	5.75	2.40	21.09
Standard Dev.	2.81	1.70	8.48	1.92	2.88	.667	1.72	1.705

Number of cases 86

Dodging Run and the Forty Foot Dash have speed in common with the third highest intercorrelation. Burpee and the Dodging Run seem to have a common factor in agility, and Free Throws have nothing in common with any of the events. Leg speed seems to be a factor in the Dodging Run and Forty Foot Dash; speed in ball handling shows up in the Wall Bounce and Baskets Per Minute while velocity or instant speed is apparent in Vertical Jump and Forty Foot Dash. Therefore, speed, in general, seems to be a most important factor as evidenced by its appearance in Dodging Run, Forty Foot Dash, Baskets Per Minute and Wall Bounce.

In the analysis of the data several points seemed worthy of mention as aids in further study, and as recommendations in the use of the batteries as outlined. First, it seems that as a basketball skills item the Dodging Run could be given with the player traveling the prescribed course dribbling a basketball rather than just running. The Forty Foot Dash might be increased to fifty in keeping with the increase in construction of basketball floors which comply with the maximum official dimensions. Some better means of classification might be employed rather than just a grouping for skills test purposes by class alone.

CONCLUSIONS

It appears that the eight items originally selected to measure basketball skill are, as a battery, a valid measure when compared with the subjective rating of the cases by the jury (.80). Correlations of the specific events with the eight item battery revealed five events which correlated .70 or better and which, when combined in a Five Item Battery correlate .968 with the original eight items. Therefore, the Five Item Battery composed of Dodging Run, Forty Foot Dash, Baskets Per Minute, Wall Bounce, and Vertical Jump, is the recommended test battery. However, either of the two batteries or any of the events individually can be readily adapted to numerous uses in the physical education program as a motivator, as a basis for achievement testing, as a skills diagnosis, as a means of classification for intramurals, and as a marking device on basketball skills.

TABLE IV. BATTERY SCALE SCORES

	Scale Score	Total 8 Item Battery	Total 5 Item Battery*	Scale Score	Total 8 Item Battery	Total 5 Item Battery*	
	100	620	435	50	395	250	
	99	615	432	49	391	247	
	98	611	428	48	386	243	
	97	606	424	47	382	239	
	96	602	420	46	377	235	
	95	598	417	45	373	232	C
	94	593	413	44	368	228	
	93	589	409	43	363	224	
	92	584	406	42	359	221	
A	91	580	402	41	354	217	
	90	575	399	40	350	213	
	89	570	395	39	346	210	
	88	566	390	38	341	206	
	87	562	387	37	337	202	
	86	557	383	36	332	198	
	85	553	380	35	328	195	
	84	548	376	34	323	191	
	83	544	372	33	319	187	
	82	539	369	32	314	184	
	81	535	365	31	310	180	
	80	530	361	30	305	176	D
	79	526	358	29	301	173	
	78	521	354	28	296	169	
	77	517	350	27	292	165	
	76	512	346	26	287	161	
	75	508	342	25	283	158	
	74	503	339	24	278	154	
	73	499	335	23	274	150	
	72	494	332	22	269	147	
B	71	490	328	21	265	143	
	70	485	324	20	260	139	
	69	481	321	19	256	136	
	68	476	317	18	251	132	
	67	472	313	17	247	128	
	66	467	309	16	242	124	
	65	463	306	15	238	121	
	64	458	302	14	233	117	
	63	454	298	13	229	113	
	62	450	295	12	224	110	
	61	445	291	11	220	106	
	60	440	287	10	215	102	F
	59	436	283	9	211	99	
	58	431	280	8	206	95	
	57	427	276	7	202	91	
	56	422	272	6	197	87	
	55	418	269	5	193	84	
C	54	413	265	4	188	80	
	53	409	261	3	183	76	
	52	404	258	2	179	73	
	51	400	254	1	175	70	

*Recommended battery.

The Development of Selection Procedures for Men Majoring in Physical Education

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The development of selective admission and retention procedures for men majoring in physical education has been comparatively recent. Prior to 1900 few specialized schools were offering training in this field, and by 1915 only about 25 schools were concerned with preparing teachers in physical education. As a result of the First World War and subsequent state legislation requiring physical education in the public schools, there was a great increase in the number of schools concerning themselves with such preparation. By 1920 the schools prepared to give this training numbered 80 and five years later this number had grown to nearly 100. The earlier training schools had been largely private institutions, but during this period programs were instituted in many state schools.

The demand for teachers was great, and the development of four-year physical education training programs was being promoted. Beginning about 1920 there were some indications of the need for selecting students to major in physical education and related fields. Some of the qualities that were mentioned as being valuable measures for selection at this time included physical condition, citizenship, character, gentleness, an interest in humanity, leadership, responsibility, intelligence, and proper training.

By 1930 the number of schools training specialists in physical education had grown to more than 200. Furthermore, the scarcity of teachers in this field had largely been met by this time. From 1930 to 1940, therefore, greater emphasis on selection and training of better teachers of physical education, and less on recruitment of students was evident. Additional measures of selection recommended at this time were high school record, tests of physical fitness and social ability, personal interviews, and follow-up of students.

In spite of these recommendations, studies made in schools preparing teachers of physical education indicated that actual progress in selecting students was very limited. About half of the schools studied had some admission requirements, chief of which was graduation from high school with certain specific units of work. Some experimental studies were conducted early in this period, and one comprehensive study by Ashbrook resulted in recommendation of the following measures to make up a sound selection program: scholarship, complete medical examination, personnel records to provide a picture of the candidate's background, achievement examination in physical skills, interview and consultation, and evaluation, which would include a ranking of all candidates on these points.

Efforts to solve the problem of selection were started on a national scale with the appointment of a committee of the American Physical Education Association to formulate standards for evaluating students in schools preparing teachers of physical education. Specific requirements for selection were set up and recommended by this committee in 1933. These requirements were criticized as being too specific, and as a result they were modified and simplified and again presented for approval in 1934. In this attempt the objective was to establish standards that would apply to all schools offering a major in the field.

A study of physical education sponsored by New York University and published in 1935 included a survey of the progress made in professional preparation. In this study considerable attention was given to the problem of improving the quality of major students. Articles and studies reported by Nash, Eastwood, Moench, Keller, and others emphasized the need for better selection but pointed out the lack of progress in solving the problem. A new idea brought forth at this time was the recommendation that specialized requirements be set up to meet the specialized needs in this field. Other suggested qualifications included demonstrated ability in sports, student affairs, social life, and leadership.

During this period, some experimental studies were being conducted to try to determine the traits that were essential to teaching success in this field. Determining such traits, it was felt, would further the development of sound selection programs. Duggan, Walke, and Haggerty concluded in some studies made in this field, that interest, intelligence, suitable background and personality, physical skills and abilities, good physical condition, emotional stability, and favorable social development were of primary importance in the success of teachers of physical education.

As a follow-up of the work mentioned above, an effort was made to develop definite standards of selection that would be of universal value. The study by Cottrell indicated that, although there was acceptance of the standards of the national

group, they were not complete enough for satisfactory selection. A more complete list of standards was developed by this author.

During the late 1930's the developing trends in selection were reported by many authorities. Comprehensive measurements of the candidate at the beginning of training was stressed, with a follow-up that would provide a continuing knowledge of his development and growth in training. Re-evaluating the student before his admission to professional training, possibly at the junior level, or upon admission to practice teaching was considered advisable. The desirability of having a balance between physical skill and ability and intellectual competence was also emphasized, together with the need for special qualities of leadership. Individualization of the program through guidance was receiving attention at this time; and physical vigor, social and emotional adjustment, and intelligence were listed as the qualifications most essential for students preparing to teach physical education.

By 1940 the swing from preadmission requirements to a continuous, long-range program of selection was becoming more and more evident. The literature indicated that this line of thinking should be used in developing future selection. Actual progress in the use of the continuing type of selection had so far, however, been limited to a very few schools. The use of a battery of objective tests and the development of profiles was recommended. The personnel and guidance approach was recommended as the best solution to the problem because it involved comprehensive analysis of the student's qualifications.

The major trend to be noted after 1940 was a de-emphasis on listing specific requirements. It was generally conceded that the candidate needed a good personality, a liberal education, a cultural background, and skill in physical activities. How much or what type of skill was needed was, however, still in the questionable stage. The need to define and clarify the elements of personality, liberal education and cultural background in order to measure them satisfactorily continued to be emphasized. Statements were again noted in the literature that valid criteria of success in teaching still must be sought.

Scholarship and remedial education were mentioned as important considerations together with the need to up-grade the quality of scholastic work in the field if graduates were to be accepted into the broader teaching field. There was a general feeling that the whole scope of teacher training needed broadening. Consequently greater emphasis was placed on guidance and counseling as a result of the greater professional opportunities offered in the fields of recreation, health education, physical therapy, and other related fields.

During the years of the Second World War there was an increased interest in and emphasis on physical education. A critical shortage of trained physical educators ensued. Schools which had developed stringent selection procedures were forced to relax their standards. In this postwar period there has been an increasing number of men interested in the field, and this has placed great demands upon the professional schools.

Many schools not previously offering a major in physical education have added this program to their curricula. The increase in the number of major students and the lack of national standards and controls for the professional schools reemphasizes the need for comprehensive selection. Those schools which had well formulated pre-training selection programs are reactivating these programs, and recognition of the need for up-grading the quality of major students is operating to bring attention to the necessity for original as well as continuing selection in all professional schools.

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(continued on page 118)

CONVENTION GLEANINGS

(Reported by L. B. Chenoweth M.D.)

Phi Epsilon Kappa Convention, Kansas City

New Horizons for Physical Education Through Cooperation With the Medical Profession

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It is not difficult to foresee bright, sunny horizons ahead for physical education. As the kind of health service Dr. Smiley has described evolves —health supervision in physical education is bound to progress concurrently.

The aid we need from medicine in supervising the health aspects of physical education will become available. The kind of individual and adapted program we have been visualizing will become the rule rather than the exception. A more healthful, safer athletic program will arise through helpful medical guidance. Activities will be elected or prescribed according to the individual health status of pupils as revealed by medical examination. Practices of sanitation in gymnasiums, locker rooms, showers and pools will meet best hygienic regulations.

Such practices are well established in our literature and have been accepted as standards by the profession for a long time. But the fact is that up to the present they have too infrequently been realized in the practical situation.

If the rosy picture I have sketched is to become actuality then you and I have work to do. It is my impression that the *how* of the job is the important thing. For this reason I have tried to direct my remarks from here on in to some of the vexing problems that stand in the way of such an achievement.

Physicians have played an active and significant role in the early development of physical education in this country. A roll-call of pioneers in the field would be replete with the names of doctors who have made important contributions to professional progress. But, with the development of a distinctive professional training in this area of education, the physician's relationship to physical education has become somewhat more precise.

Recognition of the fact that the task of physical education is primarily one of education, has not lessened the need for cooperation with medicine. In fact, it has clarified the issue and defined the function of the physician as one of concern with the health aspects of physical education.

Leaders in the medical profession, who understand modern concepts of physical education, thoroughly believe in its importance for growing children and youth, and are willing and anxious to give enthusiastic support to programs that are well conducted. These attitudes will be extended to individual community situations as physicians become informed of purposes and objectives, to the extent that local physical education programs justify them.

One of the first important steps in cooperation is mutual understanding of objectives. Once there is agreement that the purposes of physical education extend beyond exercise to include social and recreational learnings, as well as, improved mental and emotional health, an essential groundwork for cooperative effort will have been established. The physician will then have these broad objectives in mind in advising activities for each child. Correspondingly the curriculum in physical education must be made flexible enough to allow for such prescription.

Many physicians, along with the average man on the street, think of physical education *purely* as an exercise program. Only a limited number of people outside the profession, appreciate our broad educational objectives. How has this relatively small group come to know our activities for the bright, sharp tools of education they really are—to know *us* as educators rather than as "trainers"? Isn't it because in one way or another they have met with us, talked with us or worked with us until our philosophy has become their own? If this is so, then the process needs to be purposefully extended until it includes more and more physicians, as well as, more and more people from other fields.

Such a program can be suggested but not directed or implemented from the national level. Last fall, educators, health department officials, physicians, and other health workers met together at Highland Park, Illinois, at a Conference spon-

sored by the A.M.A. on "Physicians and Schools". These people sat down together in the physical education section and tossed the "Excuse Problem", among others, on the table, face up, for free discussion. They came out with the following consensus on a difficult question.

> "In those communities where graded types of physical education activities adapted to the varying needs of pupils are available in the school, permanent and blanket excuses from physical education should rarely, *if ever*, be given."

Now this recommendation has been published, along with others, in the JOURNAL of the American Medicial Association and in the pamphlet reporting the Conference, "Physicians and Schools". Two printings of this brochure have already been made. It will also shortly be published in "The Journal of Health and Physical Education", thus making it available to both professions. Two section reports have already appeared.

But this does not mean that all physicians will cease to give medical excuses, any more than it means that every school will immediately take steps to adapt its physical education program to the needs of all pupils. I wish it were that easy. The A.M.A. can make suggestions to its membership just as the N.E.A. or A.A.H.P.E.R. can make them to educators. On a long term basis these suggestions *will* influence local practices. But in the last analysis the job of arriving at solutions to problems like this has to be done at the grass-roots level.

If physical educators in their own communities will ask their school administrators to try and arrange meetings with representatives of the County Medical Society to discuss such questions, I think they will be surprised at the results. Most physician groups are willing and anxious to be consulted about these matters. We at the A.M.A. are trying to encourage the formation of School Health and Physical Education Committees in state and local societies. But the greatest stimulus to such a development will be a request from local educational authorities that such a move be made.

We will all agree, I am sure, that once a meeting is arranged the approach is important. It would be neither democratic or diplomatic for the school people to go to the meeting with forms, plans or procedures *set*, and, in effect, say; "Here it is, now you, cooperate with me", with a sort of implied, "or else". Rather, isn't the cooperative approach something like this: "We have a real problem in the schools, which involves the doctors; how can we work out a way of meeting this together?" I have faith in this sort of process. I know it will work because I have seen it work.

I think you will be surprised at how close you will come to your goals. The compromise that takes place will be more than offset by the improved relationships that comes about. A procedure that is really functional can begin to operate. Perhaps just as important, is that in working with you, physicians will learn a good deal about physical education and the problems connected with it. Incidently the school people may give a new insight into some of the medical problems involved.

The need for the help of the physician in classifying pupils for physical education, in prescription for the individual and adapted program and for medical guidance in athletics is clearly evident. I am hopeful that the many knotty problems that face us within these areas can be worked out through the process that has been described.

On the other side of the ledger, when physical education is given its rightful place in education, it can be an adjunct of preventive medicine, a resource for the psychiatrist, the pediatrician, the orthopedist and the doctor of physical medicine as well as an ally of the general practitioner. More and more doctors are coming to this realization. I have just come from the annual session of the Tennessee State Medical Association where one sixth of the total meeting time was given over to consideration of school health and physical education. Indiana and Oregon are planning similar meetings; other states, Ohio e.g., will follow this lead.

During the war and since, many physicians have come to appreciate the merit of wholesome physical education activity in rehabilitation procedures. These doctors learned to know and respect the physical education people they worked with. They are among our strongest boosters. As the expanding field of physical medicine grows and develops, there will be more and more of this sort of thing. In its school application how will this affect physical education? There will probably be a resultant emphasis on the individual and adapted program. There should be consequent need to develop and strengthen preparation in this area.

I hope that our course will be clearly conceived and carefully considered. I hope that in the schools our goals will be kept *educational*, that we will operate as educators with the medical aspects of the work prescribed and supervised by physicians but that we shall never become mere technicians in a therapeutic field.

When pupils are carefully observed as they take part in physical education, the teacher becomes an ally of the physician. Whenever there is any doubt about the health status of a boy or girl, medical investigation, before further vigorous exer-

cise, should be insisted upon. This is important after even so called minor illnesses and especially necessary following serious sickness or injury.

An alert physical educator, in this way, can often sift out conditions which demand prompt medical attention to prevent serious difficulty. The job of the teacher in this respect is not complicated. His is a task of alert, careful observation to discover deviations in the normal appearance, behavior, or reaction of his students to exercise. He is never called upon to make a diagnosis. We do no better *playing doctor* than the average busy physician could do *"teaching children."* Our job is simply to *suspect, detect* and *refer* when there is a likelihood that something is wrong with a child.

Some of you may have seen the new film on mental hygiene associated with the revised edition of Dr. Harold Diehl's text "Healthful Living". The college lad in the picture, although organically sound, is actually ill because of mental and emotional maladjustment of which he has no realization. The psychiatrist, he finally consults, prescribes physical recreation, among other things, as a means of turning his attention outward from himself. In the days to come, similar prescription may become quite common. We will need to know how to deal with such referrals, from the physician.

Many of the things mentioned previously have a relationship to preventive medicine. Our absorbing activities, so intensely interesting to youth, have tremendous potentialities in this direction. Every youngster that learns to do a few activities well, has an outlet helpful in preventing mental ills. Even one case of rheumatic fever detected early by an alert physical educator is of immense importance. Each success, in influencing youngsters toward better living hibits, is a real contribution. The smallest step in improving the sanitation in the gymnasium, swimming pool, showers or locker rooms is worthwhile.

One could go on and give many more examples of places where cooperation is possible and where it is necessary if we are to do our best for the children and youth we serve in the schools. I am confident that education and medicine *can* work together to this end. Cooperation is a two-way process. Mutual understanding and respect for each others *status, activities* and *objectives* by these two closely related groups can lead the way to—new horizons for physical education.

Dean F. Smiley, M.D.: at Scientific Section

Taking his theme from a report of the conference on the Cooperation of the Physician in the School Health and Physical Education Program (October 1947, Highland Park, Illinois, American Medical Association, 535 North Dearborn Street, Chicago 10, Illinois), Dr. Dean F. Smiley, Consultant in Health and Physical Fitness, Bureau of Health Education, American Medical Association quoted from the report the following:

"Wherever there is a school, the local community should budget for a school health program, in the Department of Education, in the Department of Health, or in both. In that budget there should be adequate provision for the salary of a well qualified medical advisor serving the school full-time or part time as the need requires."

Dr. Smiley recommended that a medical staff come into the school under the administration of education authorities or of public health authorities or both, as each have great interest in and important contributions to make to the development and strengthening of health service programs for children of school age. Education departments have intimate knowledge of the children while health departments have knowledge of the health problems and resources of the community. He did not recommend that the school health service include the filling of teeth, treatment of colds or the lancing of boils, but rather the performance of the health examination, consultation with students and advice.

Concerning immunizations in the schools, Dr. Smiley stated that under normal conditions school health practice should include careful checking of immunizations with referral to appropriate community agencies where immunizations are needed.

Dr. Smiley felt that annual physical examinations are not necessary because the school age is the healthiest period of life and routine examinations every three years, with referral examinations made as necessary, would appear to be quite adequate and much more possible of accomplishment. Examinations may be done by the family physicians in their offices with copies or interpretations of the examinations sent to the school. He stated that, on the average, more than fifteen or twenty minutes were all that were necessary in time consumed in the routine examination of each child. With certain safeguards, physicians can safely and legally give professional information to teachers about the health conditions and health needs of children.

A higher level of performance is desirable in school health services than now prevails. Inadequate budgets have been the principal handicap in the past. The average pupil expenditure for

school health work has been about 78c in the past; the figure of $1.00 to $1.50 per child per year would appear to be a much more reasonable outlay for this important service.

The medical advisor in the school health program should be specially trained for his job and should confer with an Advisory Committee on School Health of the local medical society. There are many duties to be performed by him as teachers and nurses will refer new pupils, problem children or frequently absent children, to him. Communicable diseases control measures for scarlet fever, measles and whooping cough will have to be taken up and he will have to work out plans of cooperation between teachers, nurses and himself to make sure that early cases of these diseases are detected and promptly remedied. He will be called upon by the physical education teachers to classify pupils for exercise and will be expected to serve as liaison between the phyiscal education teacher and the family physician who has recommended the excuse of one of his patients from physical activity programs.

Dr. Smiley detailed a number of health service practices necessary in the practice of this type of work and ended with practical suggestions as to the best means of getting a measure of correction of physical defects and the proper handling of the handicapped child.

SPORTSMANSHIP

(continued from page 99)

B. How have you handled this problem?

Men teachers are asked to assist the student services in the control of the spectators at all games.

Charge no admission to any of our games other than require that student body ticket shall be held by all spectators. As a consequence we feel free to refuse admittance to any one or to require undesirable to leave.

Lettermen asked to help.

Lectured in classroom and assemblies against unsportsmanlike conduct. Give offender verbal going over.

Control in hands of school administration. Regular policies have been established regarding most situations.

Award to high school with best sportsmanship shown in crowd.

Student government and faculty men organized under direction of vice-principal and head of physical education department.

Program of education carried on in schools—teach how to dress, how to watch referee's signals, how to act, etc. Police stationed to keep spectators in seats.

Student commission given responsibility. Yell leaders instructed in methods of control.

Organization of a "Better Relations Council" made up of representatives of all schools. Kiwanis Club offered trophy to school with best sportsmanship.

President of university issued statement in which he made it clear that spectators were not wanted at games who drank and that students found guilty would be subject to being expelled from school.

Occasional editorial comments in student paper. Control crowd by yell leaders.

III. Coaching

A. Do your coaches practice the doctrine of sportsmanship on and off the field? 42 yes, 0 no

B. Is profanity used by any members of the coaching staff while addressing the boys or officials? 2 yes, 41 no

C. Do your coaches constantly complain about the officiating? 2 yes, 40 no

D. What recommendations can you give for improving the "on the field" attitude of coaches and officials?

Put less administrative pressure on them to produce winning teams. Do not criticize official or visiting coach in presence of team.

Inform students of what constitutes good sportsmanship on part of coach.

Select trained men with culture and understanding.

A workshop or clinic for coaches to which officials and administrators would be invited.

Better understanding of each others problems.

Attempt to get them acquainted socially.

Set up machinery to have disinterested person make all assignments and receive all criticisms by either coach or official.

Work consistently to imbue our coaches with the idea that training in citizenship is paramount and that they serve as an example to their team.

We insist at all times that coaches demonstrate highest type of sportsmanship on and off the field.

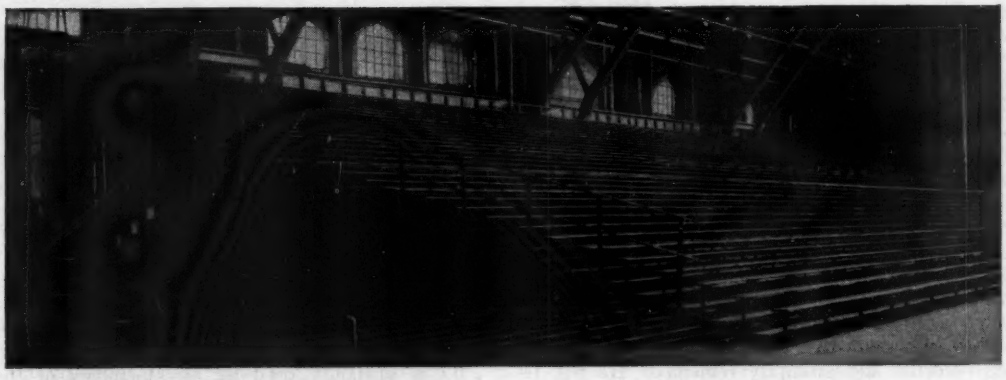
Emphasize various pre-game and game time activities. Play up pride of school as expressed in good sportsmanship in assemblies, paper, etc. Emphasize songs and yells which are affirmatively for our team.

Our opponents are our guests for refreshments after games at our school.

Expect our coaches to build character first and win games second. All coaches regular members of faculty and are expected to act like teachers.

Maintenance of an existing policy whereby weak officials are weeded out.

A good conference where coaches and administrators meet often creates a confidence, one with the other.



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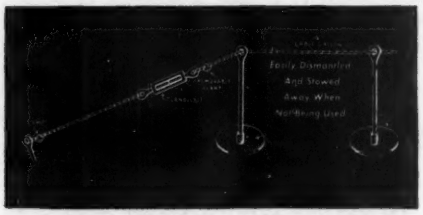

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He is well informed. He knows the leaders to whom to turn for advice or information. He knows the written sources of such information. He knows and believes in the essential purposes of his fields and the possible contributions to and from these fields. He has a functional vocabulary in these fields. He should be well on his way toward becoming an authority in his field.

He is culturally educated. He is abreast of current events. He has a reasonable interest in or appreciation for the fine arts and sciences and a sympathy for the problems and needs of his fellowmen in the other areas and professions. He should be capable of scholarly written and oral expression.

WHO'S WHO IN PHI EPSILON KAPPA

Dr. Staley, a native of New York State, is a graduate of Springfield College. He holds a master's degree from Clark University and a doctor's degree from the University of Illinois. He has had experience in many fields of physical education and recreation on playgrounds, in primary schools, in secondary schools, in college, in army camps, in the Y.M.C.A., and in Boy's Clubs. In his experience might also be included an eight month's study of physical education and athletics in Greece, Spain, Italy, France, Germany, Sweden and England.

He has been a member of the faculty at the University of Illinois since 1922 where he is now Director of the School of Physical Education. Dr. Staley has been active as a member of a number of sections of the American Association for Health, Physical Education and Recreation and was elected a Fellow in 1938. He has been active in Illinois and Mid-West professional organizations. He was one of the founders and a president of the Illinois Physical Education Association. He has served as consultant for the U. S. Office of Education, the Air Forces, for the Ground Forces, U. S. A., and for the Navy.

He has written a number of books and articles. Among the books which are familiar to many in the profession are: *Games, Contests and Relays; Calisthenics; Marching Tactics;* and *Curriculum in Sports.*

His professional influence has been felt not only within the United States but also in other countries. He was one of the leaders for the Sports Students Congress in Berlin in 1936. Phi Epsilon Kappa can be proud of its member.

Seward Charles Staley

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SELECTION OF MAJORS

(continued from page 111)

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Walke, Nelson W., *Traits Characteristic of Men Majoring in Physical Education at the Pennsylvania State College.* Contributions to Education, No. 735. New York: Bureau of Publications, Teachers College, Columbia University, 1937. 62 pp.

Hi-ya Jackson:

Remember you asked me to let you know if something new developed in Safety Education? Well, this may not be new but it may be something that hasn't been brought to your attention yet.

Well, the September issue of *Watch* presents a pictorial review of a new slide film production "Accidentally Yours" which depicts O'My, the Accident Maker, a "gremlin you'd like to blame for accidents, but can't."

Unthinking people blame the gremlin for 80,000 accidental deaths every year. On the highway occur 33,000 deaths; in the home 35,000; and in public places, 12,000. In addition to these deaths more than 8 million people have accidents in which they are hurt.

"Accidentally Yours" points out that O'My is not to blame but that people themselves are. That people have accidents because of poor planning and failure to think always of safety and of safe ways of doing things.

You can secure this sound-slide film free by writing to *Watch,* American Mutual Liability Insurance Company, 142 Berkeley St., Boston, Mass.

Incidentally, the September issue of *Watch* contains an article on driver education and one on "The Abington Plan" which describes a home cooperative method of giving behind-the-wheel training.

Write to the address I just gave you and ask to have your name placed on the mailing list. You will receive copies of *Watch* free.

Sincerely yours,
Your Old Prof.

BLACK AND GOLD NEWS

IN MEMORIAM

Frederick Edward Foertch

A tribute to our National President of Phi Epsilon Kappa, who, on the afternoon of November 26, 1948, was taken from this organization by our Creator.

Fred, as he was known to his associates and colleagues, was born in Kansas City, Missouri, on October 25, 1889. His active interest in physical education and its allied branches has been of many years duration. His education encompasses the public schools of Kansas City; the Normal College of the American Gymnastic Union, Indianapolis, Indiana, where he received his undergraduate training; University of Pittsburgh, Pittsburgh, Pennsylvania; and Temple University, Philadelphia, Pennsylvania, where he received the M. Ed. degree.

His professional experience includes the public schools, Indianapolis, Indiana; the Central Turner Society, Pittsburgh, Pennsylvania; the public schools, Pittsburgh, Pennsylvania; the New Haven Normal College (Arnold College), New Haven, Connecticut; summer school, Normal College of the American Gymnastic Union, Indianapolis, Indiana, and the Pennsylvania State College, State College, Pennsylvania; and for the past twenty-two years the assignment as Special Assistant to the Director of the Division of Physical and Health Education, School District of Philadelphia, Pennsylvania.

He was listed in *Leaders in Education*. In 1945, he served as president of the Philadelphia Association for Health, Physical Education and Recreation. He was a member of the National Education Association, American Association for Health, Physical Education and Recreation, and the Pennsylvania State Education Association.

His active participation in the affairs of the fraternity started with his initiation as a member of Alpha Chapter, at American Gymnastic Union, in 1915. His interest and contributions for the welfare of the fraternity, over a period of years, were given recognition by the Philadelphia Alumni Chapter in 1944, when he was elected president of the chapter. Fraternal recognition, on a national scale, was first accorded him with his appointment as Eastern District Counselor in 1943. His national status, as a leader for the fraternity, was given the highest accolade when he was elected National President, at the Fifteenth National Chapter Meeting, held in Kansas City, Missouri, April, 1948.

His contributions to the fraternity, from one assignment to another, typifies him quite accurately, as he was in his every day life—a patient, kind, considerate, thoughtful, tolerant, thorough, cooperative, and friendly person who daily lived the tenets of the fraternity.

His long years of service to Phi Epsilon Kappa will not soon be effaced as the effectiveness of a life such as his survives the period of actual service. The fraternity has lost in him a valuable member.

May he, in the realm of The Creator, forever and ever find Peace, Friendship and Brotherly Love.

W. C. DeTurk

Dr. Robert Nohr, Sr.

Once again we are summoned to pay tribute to the memory of a departed teacher—an honored veteran. Since, on August 19, 1948, it was the will of the Supreme Architect of the Universe to take our friend and fellow member, Dr. Robert Nohr, Sr., from this earthly abode, we, the members of Phi Epsilon Kappa, offer this testimonial to his memory.

The schools of America are charged with participating effectively in the development of strong, able generations. The schools are expected to bring practical opportunities for the development of health and physical fitness to all the children. Among those who pioneered in the establishment of physical education in the public schools of Cincinnati was Robert Nohr. He and a few others demonstrated that health and physical fitness are priorities in the education of a totally developed personality. In the face of weakness in human physique, wide prevalence of preventable disease and remediable defects, and general lack of vigor and stamina, the rapidly changing world tests the *whole* man, not merely his mental powers. Dr. Nohr and his colleagues showed that education can help produce health and physical fitness and that the schools must and will respond to this need.

A native of Dayton, Ohio, he entered the children's classes of the Dayton Turners at the age of five. When a mere youth of sixteen, he began teaching the children's and junior classes of this organization and assisted in the men's classes. After graduating from Normal College of the American Gymnastic Union in 1890, he taught at the Louisville, Trenton, N. J., Akron, Cincinnati, and Milwaukee Turners. It is noted here that the American Turners are observing their centennial this month, the Cincinnati Society having been founded in November, 1848. So, the seeds sown here on the banks of the Ohio found

full fruition at the turn of the century in the hands of Dr. Carl Ziegler, Dr. Gustav Eckstein, William A. Stecher, Dr. William Ocker, Dr. Arthur Knoch, Dr. E. A. Poos, and Dr. Robert Nohr.

Having taught in the Cincinnati Public Schools from 1895 to 1899, he reentered the system in 1908 after serving as head of the Department of Physical Education in the Public Schools of Ft. Wayne, Indiana. His medical degree was conferred by the Cincinnati College of Medicine and Surgery in 1899. From 1908 to 1919 he taught in a number of elementary schools, also Madisonville High School where he coached all of the athletic teams. In 1919, he came to Bloom Junior High School and it was from this position that he retired in 1935 at the age of 70.

Dr. Nohr received the award of Fellow from the American Physical Education Association and for nine years served as associate editor of *Mind and Body*, a national physical education publication.

Dr. Nohr practiced what he preached and in so doing lived a long and useful life. He acquired new skills in tap dancing and bowling after the age of seventy when most men are already on the shelf. He was unselfish with his vast store of knowledge, being ever ready to aid a beginner in the field. His agility and ability to demonstrate all phases of the program to all age groups and both sexes was a source of wonder to his many friends.

A review of Dr. Nohr's life, of his many activities and his eminent success in the field of physical education, brings to our attention a man of great ability and of high ideals. He was an inspiration to thousands of young people whose loyalty to him revealed his leadership.

We give this tribute of praise and at the same time express joy at having had so long and so intimate an association with Dr. Nohr during his 83 year life span. Now that he has gone, we give expression to our deep sorrow. Let us cherish his memory and by his example let us strive to maintain in our profession a loyalty as deep as was that of our departed friend.

W. K. Streit

NEWS ITEMS

The School of Physical Education and Athletics of the Pennsylvania State College, in conjunction with the Phi Epsilon Fraternity and the Centre County Chapter of the Pennsylvania Association of Health, Physical Education and Recreation, sponsored a special lecture, November 23rd, entitled "The Heart of the Athlete" by Dr. Joseph B. Wolffe, Specialist in Internal Medicine and Director of the Wolffe Clinic, Philadelphia, Pa. The lecture was attended by 155 persons—students of the college, physical education staff members of the college and public schools, medical physicians and other interested persons.

Cleon J. Wingard, Cincinnati Alumni, 1937, a native of Johnstown, Pa., who started teaching in the Garfield School in 1935 and was promoted to the assistant principalship there in 1943 was appointed principal of Sands School. Brother Wingard is a member of the National Committee on Education and was recently appointed Counselor of District No. 4.

Morris Crotty, Alpha 1930, and an active member of the Cincinnati Alumni, was appointed director-in-chief of the Cincinnati Pupil Personnel Services. This appointment climaxes a 21-year career in the Cincinnati system as teacher of physical education and as principal of the Sixth District, Kennedy and Madisonville Schools.

Three Brothers who graduated from Indiana University last June accepted positions worth noting: Cecil C. Franklin is chairman of the Department of Physical Education at Southern Illinois University, Carbondale, Illinois; Nelson Lehsten is chairman of the Department of Physical Education and Athletics, University High School, School of Education, University of Michigan, Ann Arbor, Michigan and Paul C. Chappelle is on the faculty at the Normal College, A.G.U. of Indiana University.

Louis C. Montgomery, Alpha 1924 and the Buffalo Alumni, who produced 17 champion track and field teams in the Buffalo high schools in 20 years has accepted the position of assistant track and cross country coach at Cornell University. Good luck, Lou!

Richard Barrick, Pittsburgh Alumni, was promoted to the head of the Department of Safety Education of the Pittsburgh Public Schools.

Walter Nackoney, Philadelphia Alumni, has been elected President, Temple Trackmen Alumni Association.

The guest speaker at Buffalo's October meeting was a man who gave a talk on hunting dogs. He also brought with him one of his champion dogs and demonstrated how it was judged at the dog show.

At the October meeting of the Philadelphia Alumni, Charles Roeser related many interesting inside facts about the Olympic Games held in London, England.

For it's November meeting the Indianapolis Alumni engaged a speaker who gave an illustrated travelog of the destruction wrought in the larger cities of Germany. This was held in the small auditorium of the Athenaeum and over 200 guests were invited.

James Gordon, President of Zeta Chapter, wrote that Zeta has a big program planned for this year and expects to do more than ever before.

Howard James, President of Alpha Beta, informs us that their main projects to date were to help Dr. Arthur Davis, the chapter sponsor, secure memberships in the Centre County Society of

Health, Physical Education and Recreation and to plan a mixer for the entire School of Physical Education.

The editor recently requested of H. W. Wilson, the publishers of EDUCATION INDEX, that the PHYSICAL EDUCATOR be indexed. He was informed that such indexing was by invitation and that periodicals are "voted in by the library subscribers" to EDUCATION INDEX. Will the heads of departments of health and physical education please ask your libraries to request that our magazine be indexed? This may assure our being given this service.

Life Membership

Robert A. Marx, secretary of Alpha Chapter, is the first undergraduate student to take out a Life Membership in Phi Epsilon Kappa. Collegiate students, especially those who expect to secure positions in cities where there is an alumni chapter, are urged to follow Brother Marx's example.

Standing Committee on Education

Brother Earl Vornheder, being our National Vice-President, is, according to the Constitution, chairman of the Standing Committee on Education. Working with him will be W. K. Streit, director of physical education in the Cincinnati Public Schools; Dr. L. B. Chenoweth, publisher of books and director of hygiene at the University of Cincinnati and Cleon J. Wingard, Counselor of District No. 4 and the newly appointed principal of Sands School in Cincinnati. Some committee!

The Directory

All officers are urged to tear out The Directory and keep it on file for reference. DO IT NOW!! send any changes to the Central Office, 2437 E. Riverside Dr., Indianapolis, Ind.

Change of Address

Don't forget to send yours to the Central Office.

PHI EPSILON KAPPA DIRECTORY OF OFFICERS, 1948-1949

(As known in the Central Office, November 1, 1948)

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ZETA, 1924—Dept. of P. E., Teachers College, Columbia University, New York, N. Y., *Sp.* John Hutchinson, *P.* James Gorman, *V. P.* Harry Jessup, *S.* Lucio Rossini, *T.* Al Catrill.

ETA, 1924—Dept. of P. E., State Teachers College, Trenton, N. J., *Sp.* E. H. Dean, *P.* Malcolm MacEwan, *V. P.* Donald MacWilliams, *S.* Bill Trefz, *T.* Charles Boyle.

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KAPPA, 1925—Waterman Gym., University of Michigan, Ann Arbor, Michigan, *Sp.* Newton C. Loken, *P.* Tom Van Voorhis, *V. P.* James P. Costa, *S.* Donald Bacon, *T.* Robert Hollway.

LAMBDA, 1926—Dept. of P. E., University of California, Los Angeles, Cal., *Sp.* Walter Crowe, *P.* Ray Maggard, *V. P.* Harold Thomas, *S.* James Cozens, *T.* William Holopoff.

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XI, 1927—Dept. of P. E., University of Wyoming, Laramie, Wyoming, *Sp.* R. D. Watkins, *P.* John Dodge, *V. P.* Paul Mercer, *S.* Thomas J. Jones Jr., *T.* Thomas J. Jones Jr.,

PI, 1928—Dept. of P. E., Montana State University, Missoula, Montana Officers not known at this time. No report has been received after three requests. Sponsor Charles Hertler at Indiana U. this year.

RHO, 1929—School of P. E., University of Illinois, Urbana, Illinois, *Sp.* Henry J. Montoye, *P.* Joseph G. Wasko, *V. P.* Elmer A. Scholer, *S.* Charles J. Kristufek, *T.* Anatole Lucas.

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CHI, 1931—Occidental College, Los Angeles 41, Cal., *Sp.* Carl F. Trieb, *P.* Allen L. Fain, *V. P.* John Eikenberry, *S.* Harry L. Heppner, *T.* Richard Thompson.

PSI, 1931—Dept. of Athletics, Ohio Wesleyan University, Delaware, Ohio, *Sp.* George Gauthier. The other officers are not known. No report has been received after three requests.

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ALPHA EPSILON, 1939—Dept. of P. E., San Jose State College, San Jose, Cal., *Sp.* Robert Bronzan, *P.* James Waterman, *V. P.* Ralph Kling, *S.* Mel Stein, *T.* Wayne Fontes.

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ALPHA ETA, 1943—Dept. of P. E., Manhattan College, 4513 Spuyten-Duyvill Pkwy., New York, N. Y., *Sp.* Richard J. Cole, *P.* Paul Tierman, *V. P.* Joseph Varone, *S.* Joseph Daly *T.* Clarence Hoeffner.

ALPHA THETA, 1947—Dept. of P. E. & R., Utah State Ag. College, Logan, Utah, *Sp.* Isreal C. Heaton, *P.* H. Dale Rassmussen, *V. P.* Norvel Hansen, *S.* Vaughn W. Gordon, *T.* Verle A. Kidman.

RECENT ARTICLES

Floyd, William, "Better Light in the Classroom," *Monthly Bulletin* Indiana State Board of Health, Vol. LI, No. 6, June, 1948, p. 129.

Efficiency in learning is to a very large degree dependent upon good vision. Quality of light as well as quantity of light is important.

Under the direction of engineers connected with Dr. D. B. Harmon, Director, Educational Services, Texas State Board of Health, one room in the Morton Elementary School of West Lafayette, Indiana, was set up in accordance with the Harmon lighting principles. The purpose of the Harmon plan is to achieve as nearly perfect lighting conditions as possible. The walls are painted in such a way as to have the best possible diffusion of natural light. The wall on the window side is lighter than the other three walls. The ceiling is painted white and dropped two feet on the side walls. Non-gloss paints are used.

As small amount of brightness contrast as possible is provided. Green chalk boards, green tack boards, bleached floors, bleached furniture, natural oak desk tops (adjustable), and white or natural bleached window sills and woodwork are some of the means of providing small brightness contrasts. Glass brick and fiber glass screens are used to get indirect lighting.

As a result of the remodeling of the school room the room is more restful and the children in the room seem to be more quiet than before. The effects of the lighting are felt by one as he goes into the room. Carolyn W. Bookwalter

Hawkins, Wade, "Cooperative Planning for Education-Recreation Services", *Recreation* 42:295-297, October, 1948.

In this outline is found the comprehensive planning used in Reading, Pennsylvania, in utilizing all of the services offered by the social, civic,

and municipal agencies for a common objective—higher standards of education-recreation that will reach every person in the community. This is significant as an example of the cooperation of community organizations, both public and private, in doing a bigger job than any one of them could accomplish alone.

A brief organizational picture of the structure and ways in which each agency contributes to the total education-recreation scheme of the community is presented. List headings label the status of the City Department of Recreation, the Council of Social Agencies, the School District and the Municipal Government and their functions for education-recreation.

Also discussed are the citizen groups including the City Interracial Committee, the Playground Federation, the Philharmonic Orchestra, the Greater Reading Council of Churches, the Reading Music Foundation and many other organizations which have a cooperative arrangement with the department of recreation.

Though concise in nature, a very effective picture is obtained in the complete outline of cooperative planning and may give insight to avenues through which a better understanding of the potential contributions of various organizations may be brought about and utilized for a more effective community program. Merle A. Rousey

Hoff, Charles, "Trends of Enrollment, Fees and Salaries in 288 Colleges and Universities," *School and Society*, Vol. 68, No. 1761, September 25, 1948, p. 214-217.

This study is based upon the return of 288 questionnaires in 1948 from colleges and universities covering nearly one-half of all the college students enrolled in the United States.

Enrollments in 1947-1948 were found to be 80.1 per cent above the 1940-41 enrollment. Only 92 of the 288 institutions stated they expected larger increases in 1948-49. Veteran students comprised 47.1 per cent of the entire student enrollment. It estimated that this will decrease in 1948-49.

Two hundred twenty-five colleges and universities have increased their tuition rates since 1940-41, 61 made such increases the past year. It was anticipated that tuition fees in all schools will average 16.9 per cent higher in 1948-49 than in 1947-48. Non-resident fees were considered a minor item prior to 1944. The non-resident fees now average $160.00 a year (two semesters).

Salaries for faculty and staff have increased an average of 36.7 per cent since 1940-41. There was an anticipated increase of 8.3 per cent for 1948-49. Custodial and maintenance employees have had an average increase of 47.5 per cent above 1940-41.

In 1947-48 instructors received an average annual salary, for nine months service, of $2,723 (range-$1300-$5300), assistant professors averaged $3344 (range-$1500-5400), associate professors averaged $3866 (range-$1650-$6650), professors averaged $4560 (range-$1800-$9367) and deans averaged $5878.

Of the 280 institutions responding to the question, 97 maintain trailer camp facilities. Temporary housing is maintained by 184. Provision for housing for faculty was reported by 187 of 280 replies. Two hundred sixty-three of 280 reported permanent student dormitories. Average dormitory room rent for a single room was $28.33 per month.

Carolyn Bookwalter

Howorth, Beckett, M.D., "Walking and Climbing for Safety", *Safety Education*, XXVIII: 3, November, 1948, pp. 2-4.

A medical doctor interprets for us the mechanics of walking and the implications for safety. Although he uses a scientific approach the author has a readable, "down to earth" style.

Dr. Howorth points out that there are three basic standing positions: the erect position, the slouch and the crouch.

> "The erect position is useless for action. The slouch position is not only poor physiologically but also useless for action. The crouch position is the basic dynamic position".

The article describes in clear detail the correct basic dynamic position and explains how this is used in walking and climbing under various circumstances such as, on the level, uphill or up stairs, downward, on very steep slopes, etc.

Walking on snow and ice is discussed. Falls and their causes are analyzed and methods of prevention are pointed out. Jumping, leaping, and vaulting are studied and comparisons are made to determine the best methods for unskilled persons to use.

The article, while brief, is illustrated and so well written that it cannot fail to impress the reader. The references given should serve as a starting point for many who have been wondering how to approach the subject of safety from the scientific viewpoint. C. Wesley Dane

"International Conference on the Crippled," *School Life*, Vol. 31, No. 2, November, 1948, p. 14.

An international conference was called in July, 1948, in Mexico City to consider the medical, educational and vocational aspects of an all-round program for the crippled. The United States sent an official delegation of 10 persons.

The last general session adopted sixteen recommendations under the general heading of a "Five Year Minimum Plan for Aid to the Handicapped." While much of the program was devoted to problems in medical and health care, welfare, vocational guidance and placement, and the general problem of finding the disabled, *education* of both crippled children and adults was considered. It was stressed that rehabilitation should begin early in life or early after the onset of disability.

Carolyn Bookwalter

Oberteuffer, Delbert, "Sportsmanship—Whose Responsibility?" *Journal of Health and Physical Education*, 19:8 (October 1948) pp. 543-545, 573-577.

With crowd behavior becoming increasingly a problem at many interscholastic contests, this article is both timely and helpful. It discusses the many aspects in the area and makes many practical suggestions. Responsibility is indicated, and through a series of statements centering around both the positive ("specifically, the coach should . . .") and the negative ("the coach should not . . .") the practical aspect of building better sportsmanship, and controlling crowd behavior is treated exhaustively.

Specific responsibilities and practical suggestions are given for the following: the coach, the players, the officials, the students, the team captain, the cheerleaders, the principal, the faculty manager, the athletic director, the Board of Education, the Press and Radio, and Civic Leaders and Groups. While some emphasis should of course, be given toward educating and "controlling" the behavior of the parents, especially the parents of the participants, the article is so complete otherwise, that this is probably minor. The suggestion is made that all of the report, or various parts of it be used for radio broadcasts, newspaper articles, and speeches.

C. O. Jackson

Osborne, M. G., "Six Roads to Safety in Pupil Transportation," *The Nations Schools*, Vol. 42, No. 5, November, 1948, p. 29, 30.

Five million children are transported daily to and from elementary and secondary schools in the United States without any choice in the matter. What can be done to make their transportation safer? Six suggestions are given:

1. Adequate construction of the buses.
2. A uniform, enforceable and acceptable law on school bus passing.
3. Uniformity in color and other identification.
4. Driver selection and training.
5. Periodic mechanical inspection of school buses.
6. Cooperation and clear cut responsibility for all.

The author feels there should be uniform school bus passing laws in all 48 states. He suggests that the laws should require motorists to stop and remain stopped when approaching a stopped school bus. There should be the greatest cooperation between bus drivers and motorists. Uniformity of color, careful selection of drivers (driving ability and health considered), and safe vehicles periodically inspected should be considered in a uniform law.

Carolyn Bookwalter

Paine, Clarence, "The Library—A Resource for Recreation", *Recreation* 42:247-249, September, 1948.

The writer, in this paper presented to a southwestern regional recreational conference, states that professional recreation authorities and public librarians are failing to create an effective recreation and library system in which the facilities and activities of both are so coordinated as to avoid costly duplication and furnish optimum service.

This failure to cooperate toward a common goal —service to the public—is the result of two fallacious assumptions: (1) that anyone who can find recreation in reading will read, and (2) the problem is the concern of the public library only.

It is stated, with some humor, that public libraries have avoided, with dignity (?), participating in the planned recreation programs of their respective communities, and that professional recreation has overlooked reading as an essential activity which should be added to the program of activities.

Some suggestions as to ways in which cooperation may function are: (1) through a mobile library, or bookmobile, which will fulfill a regular schedule of providing playground and other recreational areas with good books, a storyteller and educational films for children and adults, and (2) through the provision and accessibility of professional journals and other sources such as films, exhibits and books as teaching aids.

A warning is given that in providing ample outlets for wholesome recreation there is a danger that unknowingly, a contribution is being made toward dissolving the family unit and that reading is a form of recreation which may help consolidate the home.

Merle A. Rousey

"Recent Supreme Court Decisions Relating to Education," *School Life*, Vol. 31, No. 2, November, 1948, p. 6.

Three United States Supreme Court decisions have affected education in several states. Early in 1947, the Supreme Court in a New Jersey case held that the use of public tax funds by school

districts for paying the transportation of children attending parochial schools was *not* in violation of any provision of the Constitution of the United States.

In January, 1948, the Supreme Court reversed a decision of the highest court of Oklahoma and held that the state of Oklahoma was to provide qualified negro applicants with legal education equal to that afforded by the state institution for white students and also where admission was denied solely on ground of color, mandamus would compel admission.

On March, 1948, the Supreme Court rendered its decision that sectarian religious instruction on public school premises during school time, of the kind offered at that time in the Champaign, Ill. schools, was not permissible under the First Amendment of the United States Constitution because it violated the principle of separation of the state and church.

Carolyn Bookwalter

Richey, Robert W. and William H. Fox, "An Analysis of Various Factors Associated With the Selection of Teaching As a Vocation," *Bulletin of the School of Education*, Indiana University, Vol. XXIV, No. 3, May, 1948, 58 p., Indiana University Bookstore, Bloomington.

The anonymous questionnaire technique was used in collecting the data for this study. The carefully prepared questionnaire was administered to 1615 students taking the first two required English composition courses at Indiana University, 1947-48. The results of the study will be of interest to school administrators and to educational guidance personnel as well as to the general public.

The younger women students and older men students showed a preference for teaching as a vocational choice. Men from rural areas, villages and small cities and women from rural areas, villages and large cities showed inclination to go into teaching. Those who selected teaching as a profession had had more experience of a teaching nature than had those who decided not to be teachers.

The students listed the desirable and undesirable features of teaching. Salaries and working conditions were prominently listed as undesirable as well as desirable features of teaching. Undesirable features of teaching mentioned were: restricted private life, monotonous and routine work, low social standing, restricted opportunity for advancement, rudeness and insolence of children, parental interference, too much responsibility, involved politics and lack of tenure. Desirable features of teaching listed were: work with young people, social service possibilities, steady employment, opportunity for self-improvement and advancement, good vocational prestige, and personal satisfaction.

Carolyn Bookwalter

Schmidt, Henry. "Conditioning for Football," *Athletic Journal*, Vol. 30, No. 1, September, 1948, p. 6.

Mr. Schmidt divides football conditioning into its primary components; pre-game conditioning and post-game rehabilitation. With the belief that if an athlete is in good physical condition his chances of injury are lessened Mr. Schmidt then limits his treatise to pre-game conditioning.

Conditioning is a year round job and possibly swimming in the off season is the best medium for building wind and muscle looseness. Careful selection of the athlete's diet must be also taken into account. Conditioning is not a one man job but is a four fold developmental cycle involving the player, his parents, the coach, and the school.

A careful analysis of the squad is necessary to determine the physical characteristics of each player with respect to his physical weaknesses and capacities. Following are seven cardinal points with respect to conditioning as advocated by Mr. Schmidt.

1. A physical examination is obligatory.
2. A weight chart must be kept on each player.
3. Conditioning rules should be posted without fail.
4. Extreme care must be taken to see that the activity is not to strenuous.
5. A series of exercises that accomplish the desired purpose, but which are not too laborious in nature should be followed.
6. The best equipment possible should be purchased. A well-fitted player is a well protected player.
7. The training procedure chart must provide for day by day follow-up in the conditioning program.

Dale A. Lewis

Werner, George I., "Interscholastic Athletics," *Journal of Health and Physical Education*. 19:7 (September, 1948) pp. 466-467, 511-513.

The question of interscholastic athletics for pupils in the upper grades in elementary school, and in junior high school has long been a debatable one. The author, who is director of physical education for the schools of Spokane, Washington, discusses the Resolution Relating to Interscholastic Competition on the Elementary School Level, as presented in Recommendations from the Seattle Convention Workshop in the September 1947 Journal. The Article contains a careful analysis,

statement by statement of the resolution, followed in every case, by several paragraphs discussing the meaning and intent of each sentence or phrase. The author presents a strong case, well-documentated, for a broad, educational program in the grade schools which will include opportunities for interscholastic participation. He emphasizes that such participation should be based on a set of principles which recognize the basic responsibility of the school to provide a basic program for all students, and that "interschool competition be based on (such principles) and be incorporated into the total program as a natural outgrowth of a full intramural program."

C. O. Jackson

Wright, Grace S., "Teacher Improvement Policies and Practices," *School Life*, Vol. 30, No. 8, May, 1948, pp. 21-24.

Example of what some state departments of education, local school districts and individual schools are doing with some phases of improvement of teaching are given. Examples and suggestions are given under the headings of selective recruitment (scholarships, local programs, and high school students as teacher assistants), elimination of emergency permits or certificates, and in service education (West Virginia's county programs).

Supervisors will find this an interesting and enlightening article. Carolyn Bookwalter

BOOK REVIEWS

Davis, Elwood C., and John D. Lawther, *Successful Teaching in Physical Education*, Prentice-hall, Inc., New York, 1948, 617 pp., $4.75.

How to get a job and fit into it is a first concern of the beginning teacher. The need for sound theory in good practice is explained. The aspects of the teaching process—aims and objectives, techniques are interrelated. A good chapter on the purposes of teaching outlines general and specific ends. The need for the selection of activities with ends in mind and of selling these activities and needs to the public are discussed. Detailed directions are given for program building and for the evaluation of results.

The matter of individual similarities and differences is stressed. The implications of these differences for physical education are given. A chapter is devoted to the nature of motor learning and vital factors in the process. The incentives to learning and class management are discussed next.

Principles of motivation, method, personal integration and measurement and evaluation are treated at length. The text ends where it began—with the teacher and how he may analyze and improve himself.

While there is some repetition of treatment in this book—in the hands of a good teacher the contents can be made most provocative of why we teach what to whom. It should be most helpful to an upper classman or a beginning teacher.

Karl W. Bookwalter

Fitzgerald, Gerald B. *Community Organization for Recreation*. New York: A. S. Barnes and Co., 1948, pp. 352. $4.00

Community organization for recreation is defined as "the development and maintenance of leadership, facilities and programs or services that will provide optimum recreation opportunities for all people of a community. It includes relationships among all the recreation resources of the community that will assure cooperation, coordination and community solidarity as a basis for the opportunities. It means developing and maintaining a structure that is designed to present resources to meet needs and to establish new resources if their need is indicated."

Basic assumptions which serve as the foundation for this book are the acceptance of public responsibility for recreation service; the fundamental that private agencies and voluntary groups are essential community resources; and that laymen must participate in recreation planning.

Detailed treatment is accorded the responsibilities and place of citizen groups in relation to the organized recreation authority and staff. This relationship is one of considerable scope in that Fitzgerald conceives of the use of community organization techniques as applied to local, state, county and national levels of government.

This book also contains many up-to-date reading lists and deals with the present problem of constructing recreation curricula in the colleges and universities. Recreation is treated from the social, legal, professional and governmental aspects and, as such, should constitute an excellent reference for professionals in recreation.

Merle A. Rousey

Grout, Ruth E. *Health Teaching in Schools*. Philadelphia. W. B. Saunders Company, 1948, 320 pages. $4.00.

In this attractive, well-written book, Dr. Grout has prepared, in easy-to-read, but authoritative fashion, a contribution for prospective teachers and teachers in service. The text is intended to provide the teacher with the latest information on

the health needs of the child, the home, school and community; to highlight principles and procedures of modern education and how these may be applied to health teaching; and finally, to furnish concrete materials to help the teacher plan and carry out adequate health teaching programs.

The chapter headings are as follows: The nature of health education in school and community; the health needs of the growing child; home, school and community health needs; educational principles and procedures; planning for health education within the school; guides to health teaching in elementary schools; guides to health teaching in secondary schools; audio-visual materials in health education; evaluation; co-workers in health education.

In the table of contents, brief statements following each chapter heading indicate the basic points to be discussed in each, and at the end of each chapter, is a short but adequate summary, followed by a complete bibliography. As might be expected, the appendices which covers twenty-eight pages, contains much excellent material for use by the reader.

This is a book which will be used in many teacher training institutions, and which deserves a place in the library of every professional person.

C. O. Jackson

Hickman, Cleveland Pendleton, *Physiological Hygiene,* Prentice Hall, Inc., New York, 1942, 482 pp. $3.75.

The text opens with discussion of man's bodily defects in the light of his structure. These facts lead to a consideration of "Why study hygiene?" The structure of the body and individual genetic development follow. The muscular system, skeletal and digestive systems and their functions are explained. Dental and nutritional hygiene are treated. The circulatory, respiratory, excretory, integumentary and nervous systems are next considered in order.

Mental hygiene is discussed and the sense organs explained. The influences of the endocrine system are shown. Reproduction is graphically and nicely treated with the rules of sex hygiene presented in a sound manner. The affects of violations of these rules namely veneral diseases are also treated. Heredity factor and diseases follow logically in a subsequent chapter.

The basic causes of disease are given for the more common diseases and the principles of body resistance and immunity are explained.

Water sanitation, the effects of sunshine on health, and drugs, stimulants and narcotics are chapters preceding two final and interesting chapters of "The Health Program" and "Great Landmarks of Hygienic and Medical Development."

The second revision has gone through eleven printings, the earlier publication has gone through four printings. The book is apparently meeting a need.

Karl W. Bookwalter

Loken, Newton C., *Trampolining,* The Overbeck Company, Ann Arbor, 1948, 26 pp. 75 cents.

The history of this relatively new activity is interestingly but briefly outlined and the values of "trampolining" are explained.

This book contains a cross section of all the potential stunts in a representative list of normal scope, of the commonly executed activities. It is based upon a thesis study of some care.

Safety hints accompany the adequate descriptions and stick men illustrate forty seven stunts. This little pamphlet should enable an instructor to present this novel activity safely and progressively.

Karl W. Bookwalter

Morehouse, Laurence E. and Augustus T. Miller, *Physiology of Exercise,* C. V. Mosby Company, St. Louis, 1948, 353 pp. $3.75.

This book has as a background the recent studies in the fatigue laboratory of A. V. Hill.

Muscle tissue is studied for its structure, contractility, nervous control, metabolism, fuel and oxygen needs. The heart rate is studied under changing exercise loads.

Circulation is explained and its adjustments analyzed. Pulmonary and internal ventilation are taken up, as is carbon dioxide transport and acid-base balance.

The regulation of breathing, the miscellaneous effects of exercise are treated in summary fashion. Bodily mechanisms for coordination of function are briefly treated. Medical aspects are indicated.

The mechanics of movement and related factors of skill, endurance and energy requirements are explained. Efficiency of muscular work and related fatigue problems are discussed.

Physical fitness requirements of training and diet are outlined. Drug affects and age, sex and body type are given consideration. Environmental temperature is finally studied and the book closes with a helpful glossary and tables of weights and measures. Illustrations and bibliographies are interspersed.

Karl W. Bookwalter

Sadler, William S., M.D., *A Doctor Talks To Teen-Agers,* C. V. Mosby, St. Louis, 1948, 379 pp. $4.00.

A psychiatrist advises youth out of the rich experience of his practice. He stresses that the teen-ages are difficult ones, tries to guide youth through these years safely and happily and expresses his faith in this generation.

Be true to yourself and your ideals but don't take yourself too seriously. Don't indulge your natural desires too much but have a legitimate self-confidence. Introverts, extraverts, and ambiverts in general tend to follow their own peculiar patterns.

Assertion of personality is a source of antagonisms. We must live in a real world and adjust and act considering time, place manner, our relatives and other associates. Think of life as a great adventure. Make your effort to get along in it. Examples are given of typical success and failures in this adjustment.

Emotional conflicts are inevitable. They are an opportunity for wise choices. A real life purpose will aid such choices. We must have our emotions under control and from the inside and not indulge in day dreaming, or fleeing from realities of conflicts with our physical, psychological and sexual problems. Our heroes, our chums, and our sweethearts will influence us.

Wishing won't make it so. We can't rationalize ourselves out of our problems. We need grit, gumption and stamina. Get the inspiration from what others have done in spite of handicaps. Profit from your mistakes. Act and decide. Don't let the youthful problems get you down. Correct those you can and adjust to those you cannot control. We aren't the slaves of our heredity. We are the architects of our destiny if we make the best of our heritage.

We must see that we start right, make good use of our time, plan our action—life, job, training. Take care of our health,—diet, emotions, teeth, exercise, sleep, rest, and recreation are all involved. We must understand our sexual status; again not over indulge it; keep your self-respect and live happily and normally but don't live dangerously. Know the difference between mere sexual attraction and love and romance. Respect the one you love and yourself. Such respect doesn't usually go with premarital freedom. Take the matter of marriage seriously. Give it real thought. Don't marry to solve a problem or to cure your mate of some bad trait. Be sure you can get along together. Have a common master motive and let religion into your lives.

A splendid source of help and inspiration to youth. Karl W. Bookwalter

Seaton, Don C., *Safety in Sports*, Prentice-Hall, Inc., New York, 1948, 415 pp.

The introductory chapter briefly traces the growth in sports and in safety education and in the need for safety in sports. The essential findings of elementary, secondary and college sports' safety studies are reviewed with emphasis upon the nature and source of injuries. The advantages of skills in preventing accidents are indicated.

Organization for Safety in Teacher Training and in School Safety Programs is discussed and principles and objectives enumerated. Administration for safety includes better sports rules, benefit plans, legislation, health examinations, homogeneous grouping in physical education into smaller sized classes, qualified teachers, safety instruction and protection, adaptation and classification of activities. Interscholastic competition for girls and for boys below ten years of age is contraindicated. Competent officials and student leadership are indicated as necessary for safety. The number of contests and length of practice periods must be controlled. Provision should be made for emergencies and for records thereof.

Leadership is a safety factor. Classification, progression, conditioning, examinations, warm-ups, obedience of sport rules, squad system, avoidance of staleness and fatigue, proper officating, all are human factors conducive to safe participation.

The planning, use and maintenance of facilities affect safety of their users. Architects should be informed of safety essentials in new construction such as lighting, surfacing, size.

The problems of fall sports, indoor and outdoor winter sports, and of spring and summer sports are separately treated in chapters.

This source seems to be one of the most complete treatments of "Safety in Sports" in a readable form. Karl W. Bookwalter

Turner, C. E., *Personal and Community Health* (Eighth Edition), C. V. Mosby Company, St. Louis, 1949, 565 pp. $4.00.

This text for college level instruction is based upon nearly a quarter of a century of use and improvement. It is well illustrated and written.

The introductory chapter stresses the importance of health. The usual topics of nutrition, digestion, oral hygiene, respiration, circulation, kidneys, skin, endocrines, sense organs, nervous system are considered from the point of view of healthful living.

Mental hygiene, narcotics and stimulants, exercise, posture and foot care are given due consideration. Heredity, reproduction and adult hygiene are studied for their health implications.

Under community health is included the science of disease prevention, immunity, elementary and respiratory infections, contact and inoculation diseases, food control, water supply, water disposal, ventilating, heating and lighting.

Institutional and organizational health efforts include public health administration, maternal and child care, school and industrial hygiene. Finally the control of a broad list of communicable diseases and disinfection close the text. Glossaries are included. Karl W. Bookwalter